

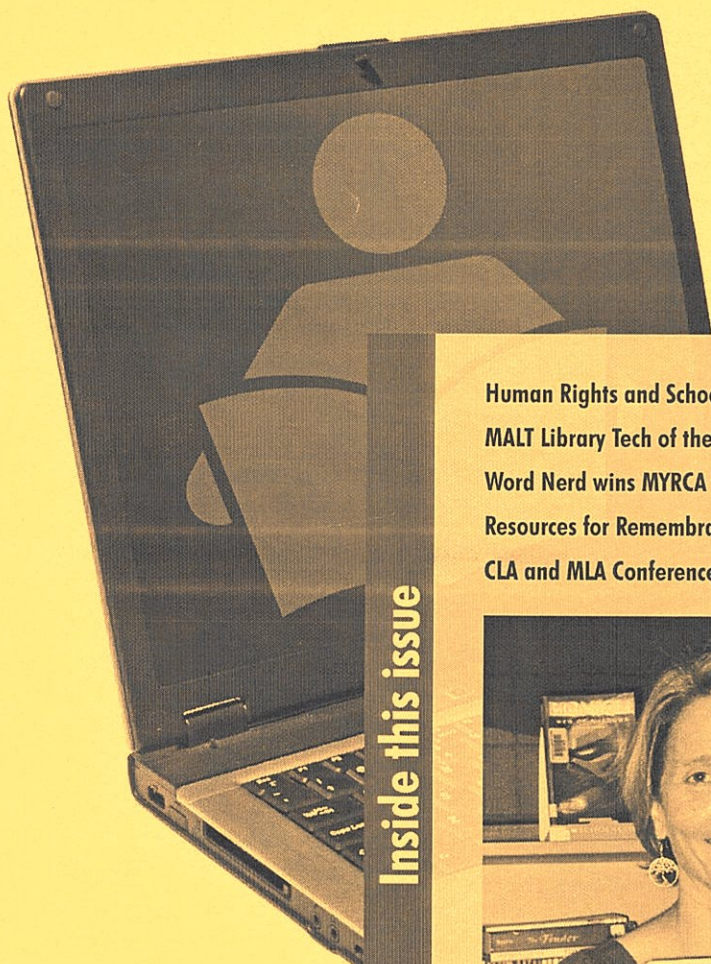
# MSLA Journal

Volume 38, Number 1

Fall 2010



**MANITOBA SCHOOL  
LIBRARY ASSOCIATION**



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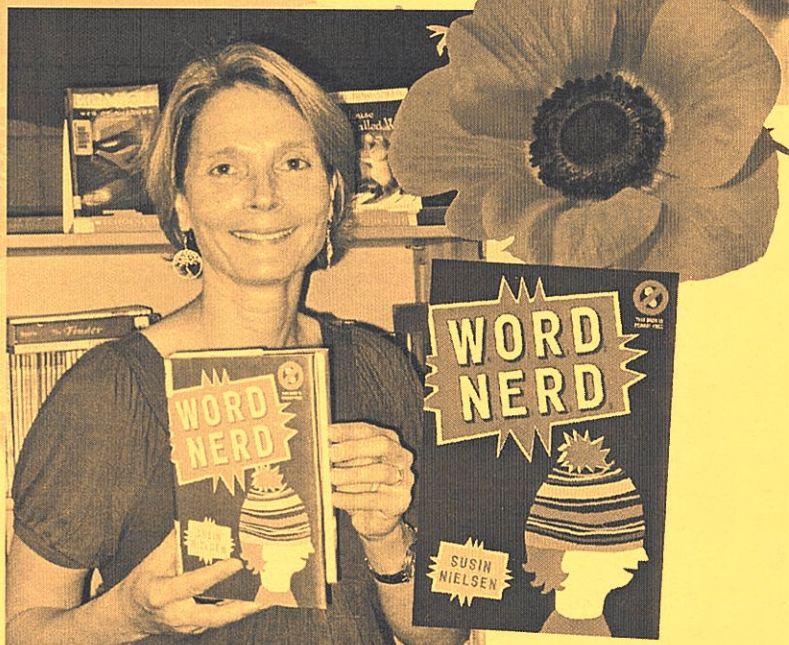
Human Rights and School Libraries

MALT Library Tech of the Year

Word Nerd wins MYRCA for 2010

Resources for Remembrance Day

CLA and MLA Conference Reports



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# President's Report

By Jo-Anne Gibson

THROUGHOUT 2010, I'VE HAD THE PLEASURE of attending numerous cultural events in our city including those hosted by the Winnipeg Arts Council. As you're probably aware, Winnipeg was selected as the Cultural Capital of Canada for 2010 and as a result, Winnipeg has been awash in incredible displays of culture.

On a warm summer's night in August at The Forks, as I sat watching the amazing artistry of an Aboriginal dance troupe and listening to the glorious music of the Winnipeg Symphony Orchestra and Sierra Noble, one of the country's finest young musicians, I found myself reflecting on the importance of culture in our daily lives. Without these dazzling displays by dancers, musicians, actors, writers, and artists our lot in life would be a dull one, indeed.

And this got me to thinking just how important school libraries are in keeping culture alive and well in our society today. The obvious way school libraries support culture is by promoting literacy and thereby, authors. Manitoba is fortunate to have so many talented writers for school-aged students in our midst. There are many programs such as the Manitoba Young Readers Choice Awards, Thin Air Winnipeg International Writers Festival, TD Canadian Children's Book Week and the Winnipeg Children's Literature Round Table that make it possible for school

library programs to bring in real-life authors to our schools.

But who working in school libraries today hasn't given up their library space for artists of all types? I know in my library we've hosted plays, a dance club, and various jazz and art workshops. My school library is definitely the cultural hub of the school and as such, allows our students to participate in cultural events that enrich their lives and encourages them to become active supporters of the arts in the future.


As we move further into the school year, I encourage you to consider hosting a cultural event in your library. I was reminded about the importance of keeping our libraries relevant and places where people want to come by Gerry Meek, the CEO of the Calgary Public Library (one of the busiest public libraries in North America) who was the keynote speaker at the recent Manitoba Libraries Conference (see a review of the conference in this publication). Mr. Meek challenged librarians of all kinds to reach out to their communities and develop programs that "bring people in" and "give them what they want."

The members of the MSLA executive and liaison officers have already been working hard this year to ensure that our organization is relevant and vital to the school library community. Thanks to all the returning executive and liaison officers and

newly appointed members including Heather Eby, Kim Marr, Christine Robinson, Jeff Anderson, Diane Kastes, Martine Blanchet, Joan MacDonald and Paulette Leclerc, for all the time and effort they have contributed and will contribute to the MSLA in the months to come.

We are very excited to be hosting our annual events such as SAG and the L.I.T. Forum but also bringing in new initiatives such as the Drop Everything And Read (D.E.A.R.) event in conjunction with Manitoba School Library Day, taking part in the Manitoba Teachers' Society Fab Five Conference, and for the first time in many years, travelling to several school divisions throughout the province (Rolling River, Turtle Mountain, South West Horizon) to present professional development workshops.

As your president, I look forward to serving you and advocating on your behalf for your school library program. Please do not hesitate to contact me if you believe the MSLA can help you in any way. The association exists to support its members.

Best wishes on a fulfilling and successful school year. 



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**The MSLA Journal is the official publication of the Manitoba School Library Association and is published three times a year.**

Membership to MSLA is \$25 and includes a subscription to the Journal. It may be obtained by sending a cheque or money order payable to MSLA to:

Information Management c/o The Manitoba Teachers' Society  
191 Harcourt Street Winnipeg MB R3J 3H2

**Portions of the Journal are also available on the MSLA Home Page at: [www.manitobaschoollibraries.com](http://www.manitobaschoollibraries.com)**

The views expressed in this publication do not necessarily reflect the views of The Manitoba Teachers' Society, The Manitoba School Library Association or the editor.

Advertisements may be bought at the rate of \$100 per page or \$55 per half page or \$30 per quarter page.

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ISSN 1189-7163

The MSLA Journal is indexed in the Canadian Education Index.



## Editor's Message

By Lorie Battershill

ONE OF THE BEST "ESCAPE" READS IS A MYSTERY. Pick one up at the airport bookshop and the hours in flight just...fly by. There's nothing like unanswered questions to keep the pages turning. Of course teacher-librarians have always known about the power of questions. It's what we do!

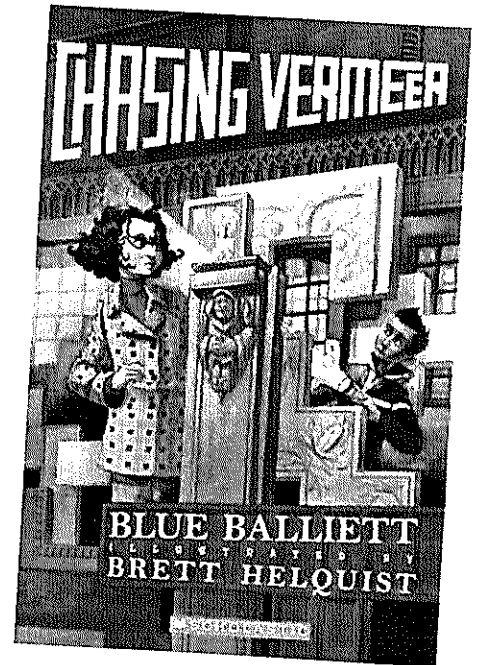
During a recent interview in *Publishers Weekly*, kid's mystery writer Blue Balliett, author of the Edgar Award winning *Chasing Vermeer*, replied to a question about why she liked to write mysteries.


*...when you get kids curious, they're engaged in a different way. They're using a lot more of their brain. I love the idea of giving kids a reason to find things out. If you help them to see*

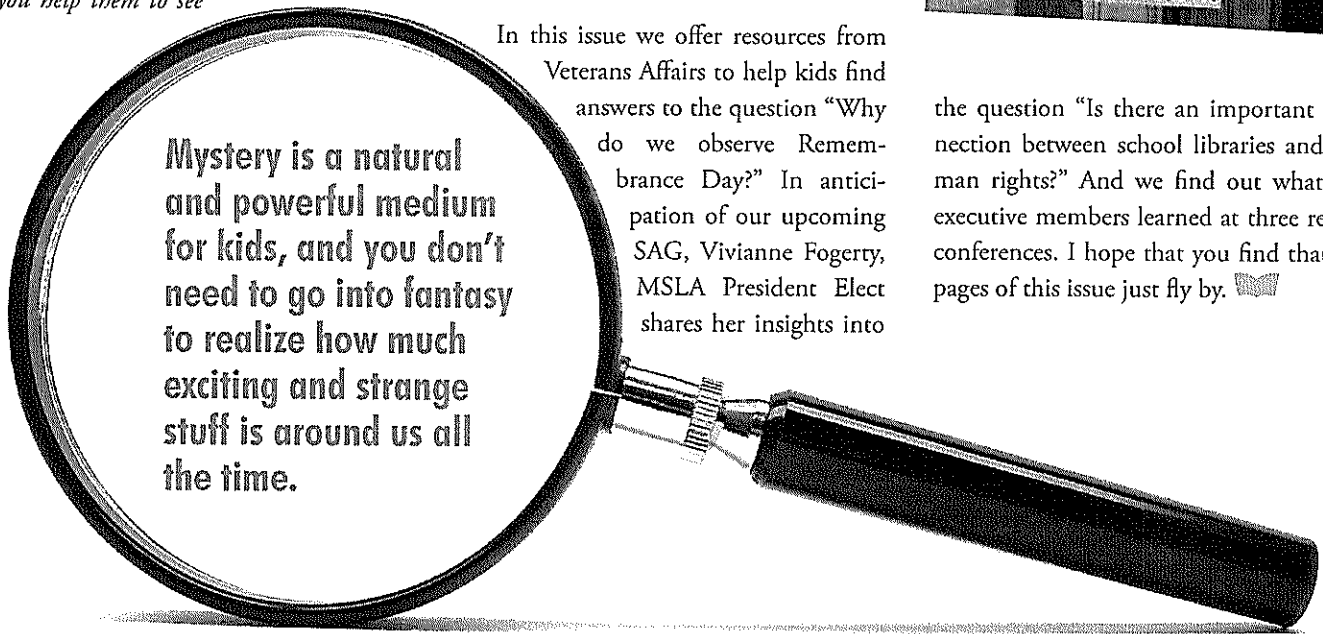
*the everyday world around them as being a place filled with mysteries, they're going to approach life with a much more alert, questioning kind of eye, rather than just walking through life with their eyes half closed. It adds to the fun of living if you can look around you and see mysteries. Mystery is a natural and powerful medium for kids, and you don't need to go into fantasy to realize how much exciting and strange stuff is around us all the time.*

In our teaching role we, as teacher-librarians, have the unique opportunity to connect everything we do to the power of questions. I hope that as this school year unfolds you will feel empowered by just how lucky we are to have this privilege.

In this issue we offer resources from Veterans Affairs to help kids find answers to the question "Why do we observe Remembrance Day?" In anticipation of our upcoming SAG, Vivianne Fogerty, MSLA President Elect shares her insights into



the question "Is there an important connection between school libraries and human rights?" And we find out what our executive members learned at three recent conferences. I hope that you find that the pages of this issue just fly by. 



**Mystery is a natural and powerful medium for kids, and you don't need to go into fantasy to realize how much exciting and strange stuff is around us all the time.**



## Amsterdam and Solar by Ian McEwan

Ian McEwan is one of the best-known contemporary English-language writers. He has produced 19 novels since 1975, some of which have won or been nominated for the most prestigious literary awards. *Atonement* is a book that many booklovers know, and the movie that followed did justice to this story of lifelong penance by a once-precocious child.

*Atonement* was followed by *Saturday* and *On Chesil Beach*, neither of which I liked. I had the feeling that, despite brilliant writing, McEwan was capitalizing on the fame he garnered from *Atonement*. That being said, those books received accolades from many quarters and were very popular.

*Amsterdam* and *Solar* are two McEwan books I enjoyed this year, and which I recommend. They aren't as serious in tone as *Atonement*, but through their humour McEwan makes some serious comments about the state of being human. *Amsterdam* won the Man Booker Prize in 1998 and *Solar* was released this year. To me, both demonstrate McEwan's ability to observe the details around him and to research people's occupations and settings and reflect masterfully them back to the reader. He plumbs the depths of the human mind, and the result is not only insightful, but also unbelievably funny. His dry wit and ability to drop tiny foreshadowing hints make his writing even more engaging.

In *Solar*, McEwan's main character is Michael Beard, winner of the Nobel Prize for physics. But, like most Nobel winners, his best science is behind him. He heads an institute to develop energy from wind turbines, but his energies are all spent in trying to avoid work. For twenty years he's managed to shift all research to his post-doctoral students, while claiming credit for their brilliance. His voracious sexual

habits are rivalled only by his love of food (crisps and anything else fried and greasy). He married four women and cheated on every one, leaving them all with little regret on his part.

But his fifth wife, Patrice, is cheating on him. Instead of rejoicing at the thought of being set free to roam further, Beard is "paralysed by shame, by the extent of his humiliation. Even worse, he amazed himself with his inconvenient longing for her." His conundrum leads Beard to very un-Nobel actions.

It's a typical story about human frailties, but to get it to work MacEwan had to understand some things about physics and the psychology of the physicist.

*"How your average leaf transfers energy from once molecular system to another is nothing short of a miracle. But this is the point—the Conflation opens it right up. Quantum coherence is key to the efficiency, you see, with the system sampling all the energy pathways all at once. We could copy this with the right materials, and then create water cheaply, and store hydrogen on a domestic or industrial scale. Beautiful!"*

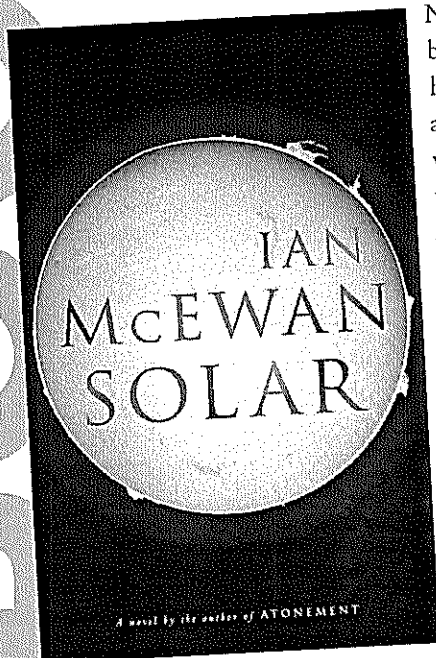
I know nothing about physics, but if this is all gobble-digook, then I'm a believer. Whatever the case, MacEwan makes it sound genuine, and the journey of this utterly self-centered fraud is both instructive and hilarious, as well as a commentary on how governments, science and business are addressing the issue of climate change.

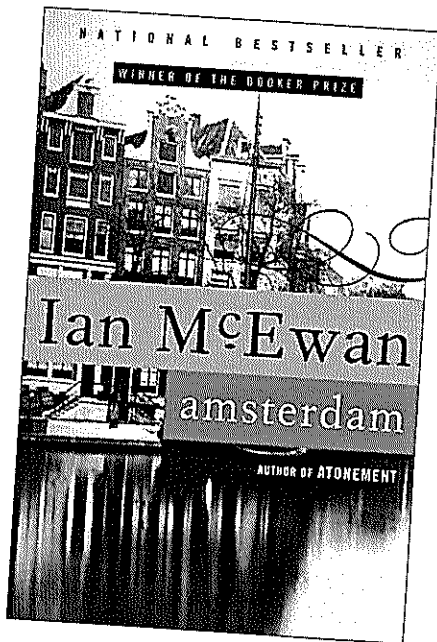
*Amsterdam* also has a character whose ego knows no bounds, and to create him MacEwan had to have at least a basic understanding of what makes good music. Clive is a composer trying to recreate the music he made in his prime, but he's well past it. He's desperately trying to find the inspiration to end his symphony, which is overdue. *"All that was required now was to go back... to the clamorous restatement and vary the harmonies perhaps, or even the melody itself, or devise some form of rhythmic undertow, a syncopation that cut into the leading edge of the notes."*—in other words—rewrite the whole thing. Instead, he has another drink and blames everyone and everything else for disturbing his muse.

His friend and nemesis, Vernon, is a newspaperman whose career as an editor is entirely accidental and undeserved: *"...at a dinner for the German Ambassador, a congressman mistook Vernon for a writer on the Washington Post and tipped him off about a presidential indiscretion—a radical hair implant procured at taxpayers' expense."*



By Harriet Zaidman





There are many more examples of MacEwan's keen eye in these books, including rapturous descriptions of the Lake District in Northern England. The details and richness are something that one would expect to find in a hiker's guide, but MacEwan captures its essence, as he does a dusty Texan town in the middle of nowhere, in *Solar*.

Both novels contain inescapably astute observations about people and how they deal with the moral and ethical choices they face. I recommend them for that reason, but as you read, think about the hard work MacEwan does to create believable characters and the talent he applies to make the plots work. There's a reason he's risen to the top of the English literary world and stayed there for 35 years. 📖

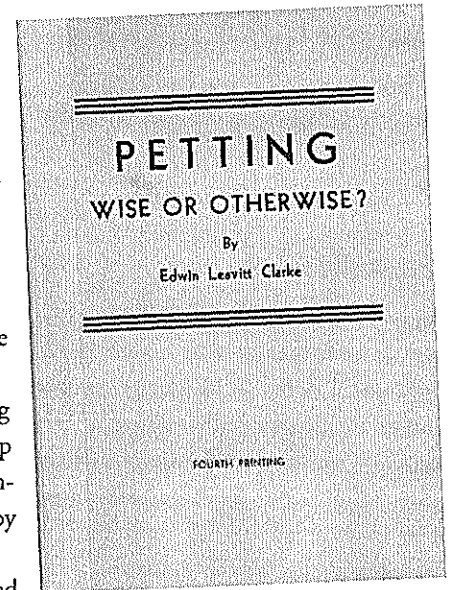
# Awful Library Books

## A website for those who know the joy of weeding!

EVERY LIBRARY HAS THEM, THOSE OUT-OF-DATE GEMS THAT HAVE SOMEHOW ESCAPED THE weeding process for WAY too long. Holly Hibner and Mary Kelly are librarians working in public libraries in Michigan. Their shared glee at finding truly hideous volumes led them to start up this hilarious blog. This quirky passion has led to conference appearances and even a guest spot on a talk show.

### Recent favourites include:

- *Petting: Wise or Otherwise* publication date 1942(no it's not about animals)
- *How to Fly a 747* featuring a frightening cockpit view of the Twin Towers coming up fast with the caption "The World Trade Center is normally avoided both night and day by commercial aircraft".
- *Nomadic Furniture* with instructions (and photographs) for making a child car safety seat out of cardboard.



Check out their entertaining finds and subscribe to their daily email feed at <http://awful-librarybooks.net>. When you find a terrific example of why we weed you can submit it and share the joy with an audience that understands your pain.

Librarians just want to have fun! 📖





# Human Rights and School Libraries— Fiction or Non-Fiction?

A research paper for the course Teaching Human Rights,  
University of Manitoba

Written by Vivianne Fogarty  
June 2010

## Introduction

Human rights and school libraries—fiction or non-fiction? Are school libraries and human rights an imaginary combination or do they actually exist together in real life? Can this combination benefit students, schools and the larger community? If so, how can school libraries be a central part of students' human rights and human rights education?

If all the right elements are in place, I would argue that this can truly be an effective and educational collaboration of concepts and resources. The right elements needed to facilitate this collaboration include well-stocked libraries including online databases, professionally trained library staff—teacher librarians and library technicians, flexible and adequate time for staff to work and collaborate with teachers, adequate budgets for print and online digital resources and tools, and the administrative support to implement all these. I would argue that this is not just a frivolous option that should be afforded to schools, but a necessity if we are really serious about human rights and children.

In this research paper I will address five crucial categories of investigation to explore this issue.

1. How can school libraries teach and promote human rights and why should they?
2. What are the key policies and documents needed to adequately teach human rights?
3. What does current research say about human rights and school libraries?
4. What are some specific successful examples of school libraries teaching and/or implementing human rights?
5. What human rights education tools and resources exist out there for schools—students and staff?


How and why should school libraries personnel teach and promote human rights in schools? The “how” has many different possibilities and options but I think the “why” is the more pressing question. When considering education, it is of course imperative that all educators and parents have children's best interests in mind. As teacher librarians working in school libraries and in conjunction with all educators in our school, we are in a unique position to play a key role in students' human rights education. If we want our students to reach their full potential as human beings as stated in the United Nations Declaration of Human Rights (1948), Article

26 (2), school libraries and more specifically teacher librarians need to be fully implicated in teaching and promoting human rights in their schools. Article 26 of the United Nations Declaration of Human Rights (1948) clearly states that we all have a right to a basic education which also includes education about human rights. Article 29 a) and b) in the Convention on the Rights of the Child, CDC (1989) also states and specifies the role education has in developing children's full potential and their right to learn about human rights.

## Article 29

1. States Parties agree that the education of the child shall be directed to:
  - a. The development of the child's personality, talents and mental and physical abilities to their fullest potential;
  - b. The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

How human rights get taught will vary from school to school depending on curriculum, staffing, resources, time, policies and context.

  
***As teacher librarians working in school libraries and in conjunction with all educators in our school, we are in a unique position to play a key role in students' human rights education.***





Realistically speaking, I know that teacher librarians are not present in all schools provincially or nationally. In fact, at a recent national Canadian Library Association conference, Samek stated in her presentation that only 17% of Canadian schools had professionally trained teacher librarians. (Samek, CLA Conference 2010) Untrained teacher librarians are less likely to be aware of formal national and international library policy statements, research and resources that encourage and promote human rights and human rights education.

Let's assume that there are teacher librarians in schools and that they are also professionally trained in their field, this person would be an ideal candidate to teach about human rights and to ensure that students' human rights are being honoured. I think that having teachers that are professionally trained in education, librarianship and human rights is the key to delivering quality human rights education in a school and assuring that students' human rights are being respected. Human rights are evident in many policies and practices throughout schools, although they are not always explicitly stated. In ideal conditions, provinces, divisions and schools would have human rights centrally and continuously threaded in all of our policies and practices.

In a Manitoba context, under the heading A Foundation for Excellence, the essential elements and foundation skills integrated in all Manitoba curricula actually do incorporate many components of human rights. Areas such as human relations, literacy and communication, sustainable development, aboriginal perspectives, human diversity, gender fairness and anti-racist/Anti-Bias education are woven into curricular documents. (Manitoba Education, 1995)

The provincial Social Studies curriculum also contains many components of human rights such as active citizenship and participation (Manitoba Education, 2003). This is a perfect opportunity where both classroom teachers and teacher librarians

can collaborate to teach and research authentic inquiry projects together. British Columbia teacher librarian, Geoff Orme also highlights the Social Studies curriculum as an excellent medium to collaborate with teachers to teach and promote human rights issues, intellectual freedom, information literacy and social responsibility in a high school setting (Orme, 2007).

### Policies and Documents

The main human rights documents that educators need to learn about are the United Nations Declaration of Human Rights, UNDHR (1948) and the Convention on the Rights of the Child, CDC (1989).

Studying and understanding these formal documents is vital. Many of these documents are written in very formal legal language. Using the Plain Language versions (UN Cyberschoolbus, 1978) is helpful in understanding the legal jargon. These versions are also extremely useful to use with students and to post in various areas of the school. These breathing living documents need to be seen, heard, read, viewed, illustrated and discussed so that they can be fully understood and realized in educational settings.

The educational and library documents that support human rights are more numerous but equally important in our professional practice. These include our Manitoba Teachers' Society Code of professional practice that states, "4. A teacher speaks and acts with respect and dignity, and deals judiciously with others, always mindful of their rights." (MTS, 2007)

Relevant library documents include policy statements from provincial Manitoba School Library Association (MSLA), national Canadian Library Association (CLA)

and international International Federation of Library Associations (IFLA) library organizations. The Canadian Library Association policy highlights Article 19 from the UNDHR in its' Values section,

"We believe that libraries and the principles of intellectual freedom and free universal access to information are key components of an open and democratic society." (CLA, Missions, Values & Operating Principles, 2010)

The Canadian Library Association also has a Position Statement on Intellectual Freedom which dovetails beautifully with the UNDHR and CDC.



***These breathing living documents need to be seen, heard, read, viewed, illustrated and discussed so that they can be fully understood and realized in educational settings.***

All persons in Canada have the fundamental right, as embodied in the nation's Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity,

and to express their thoughts publicly. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society.

Libraries have a basic responsibility for the development and maintenance of intellectual freedom.

It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity, including those which some elements of society may consider to be unconventional, unpopular or unacceptable. To this end, libraries shall acquire and make available the widest variety of materials...

Both employees and employers in libraries have a duty, in addition to their institutional responsibilities, to uphold these principles. (CLA, Intellectual Freedom, 1985)

The CLA also has a policy on effective school library programs, (CLA, Effective School Library Programs in Canada, 2000) which highlights access to quality and current information, trained and adequate staffing and promotes the collaborative teaching between teachers and teacher-librarians. Many statements in this policy have direct implications for honouring and implementing both the UNDHR

(Article 26) and CDC (Article 29). "All our young people must have the opportunity to develop the information and media literacy skills they require to reach their fullest potential, to become independent, lifelong learners, and to live as active, responsible members of society." (CLA, Effective School Library Programs in Canada, 2000)

The International Federation of Library Associations, IFLA has a UNESCO/IFLA School Library Manifesto which highlights a few points dealing specifically with human rights content.

School library services must be provided equally to all members of the school community, regardless of age, race, gender, religion, nationality, language, professional or social status. Specific services and materials must be provided for those who are unable to use mainstream library services and materials.

Access to services and collections should be based on the United Nations Universal Declaration of Human Rights and Freedoms, and should not be subject to any form of ideological, political or religious censorship, or to commercial pressures. (IFLA/UNESCO School Library Manifesto, 2006)

As can be seen with these various documents, the majority of these policies deal with Article 19 and 26 in the UNDHR and Articles 13, 17, 28 and 29 in the



**All our young people must have the opportunity to develop the information and media literacy skills they require to reach their fullest potential, to become independent, lifelong learners, and to live as active, responsible members of society.**

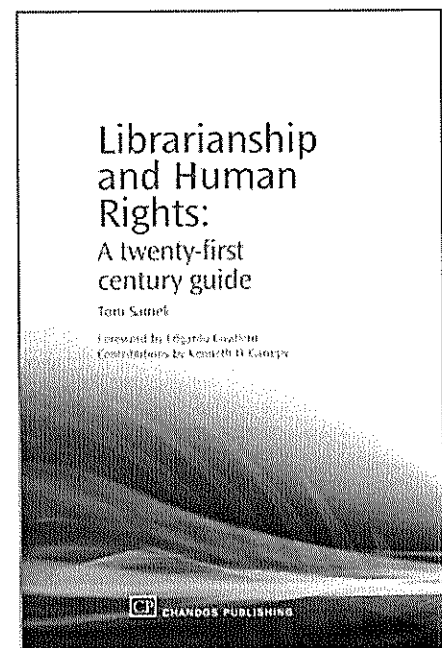
CDC. It is crucial as a teacher librarian to be not only knowledgeable about professional teaching codes, but also about a variety of national and international human rights official documents and library policies. The UNDHR and CDC should be posted throughout the school and library policies and documents should be clearly posted in the library so that students and staff are aware of supporting documents that inform educational, humanitarian and librarianship practices. They can also serve as an educational tool as well.

### Current Research

A vast majority of the research regarding human rights and school libraries centre on a few key rights listed in both the UNDHR and the CDC. In the UNDHR, references to Article 19 and Article 26 are commonly cited. Article 19 deals with freedom of expression and access to and sharing of information, while Article 26 deals with rights to education. In the CDC, the dominant articles mentioned in the research are Articles 13, 17, 28 and 29. These articles deal specifically with freedoms of expression and information, access to information from a variety of sources, the rights to education and the purposes or aims of education. In the official CDC, Article 29 a) and b) states and highlights that not only education is a right, but that education about their rights is also fundamental to the child's development.

Article 29

1. States Parties agree that the education of the child shall be directed to:
  - a. The development of the child's personality, talents and mental and physical abilities to their fullest potential;
  - b. The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (Convention on the Rights of the Child, 1989)



In Toni Samek's book *Librarianship and Human Rights: A twenty-first century guide* (Samek, 2007), she discusses the theory, challenges, rights and responsibilities of information workers. She also goes on to detail numerous strategies and worldwide manifestations to make human rights a reality in libraries from action research, to petitions to wikis. Samek is a proponent of critical librarianship which embraces human rights, activism and social change for the better of all. In a 2007 interview with Samek by the British Columbia's Library Association, she states that the loss of teacher librarians in schools as a major infraction of intellectual freedom (IF).



What IF issues do you see as the most critical for librarians and information professionals?

I think we have two paramount problems:

1) Broadly in society, the cutting of teacher librarians is the surest way to curtail intellectual freedom from the ground up in a person's lived experience. Like many, I am a mother of kids who attend an elementary school with no teacher librarian on staff. In my firm view, critical inquiry will not be fully realized in a school without a professional librarian and a well stocked library. That saddens me deeply as a parent, not just for my kids but for all our kids. What does their future hold? What will their notions of freedom be? Will they ever really internalize the difference between the right to read and the right to read anonymously? (BCLA Intellectual Freedom Committee blog, 2007)

This right to read anonymously is exactly what lies at the heart of this article *Students' Privacy Rights in School Libraries: Balancing Principles, Ethics and Practices*. (Riehl, 2007) Despite all the human rights and library documents, policies and codes extolling the virtues of privacy and confidentiality, there is very little formal documentation for school teacher librarians to use in terms of protecting students' reading records and right to privacy. The IFLA School Library Manifesto does not address student privacy, nor does the CLA document on Effective school libraries. As Riehl states, a reference to privacy is listed in the CLA Code of Ethics "4. protect the privacy and dignity of library users and staff." (CLA, Code of Ethics, 1976)

As teacher librarians, we are balancing the ethics and expectations of teachers acting in loco parentis and also trying to uphold library values. In Articles 13 and 17 of the CDC, there are also added restrictions to protect children from harmful information which further complicates the issue. Riehl raises many unanswered questions as she questions and seeks for official documents to support students' right to privacy

in school and public libraries. Achieving Information Literacy (Asselin, Branch & Oberg, 2003) is somewhat of a bible for teacher librarians, and this resource does list privacy issues as an indicator of information literacy. It states that students will "Understand and honor privacy rights when accessing and using information and media sources." (p. 11)

Personally, in my teacher librarian practice, I was keenly aware of these issues only after taking a 2006 University of Alberta summer course (Intellectual Freedom and Social Responsibility) with Toni Samek and Diane Oberg. Not finding the actual documentation in official policy statements either, I did however stop the practice of reading overdue books out loud and assured that only authorized staff had access to students' borrowing records. Many teachers and students initially thought these actions were quite extreme with kindergarten to grade six students but eventually came to understand the practice once privacy issues were explained and various concrete examples were given to put this issue into perspective.

Another researcher from the Netherlands, Marian Koren approaches the issue of human rights and school libraries from a broad perspective. Her article "Serving the child: A human rights approach to literacy and learning" (Koren, 2006) highlights the role that school libraries can play in acknowledging and teaching human rights. She explores the areas of literacy as learning, literate environments, including virtual libraries built with digital online tools, librarians as lifelong learning links and human rights education of children. She is quick to point out that quality school library programs will not just magically appear out of thin air. Koren squarely puts the responsibility of professional development on school library staff's shoulders. "The literacy development of school librarians themselves is a prerequisite for serving children and young people in attractive

learning environments." (p. 2)

She further goes on to stress that by continually educating ourselves and keeping our mind and heart focused on children's rights, we will truly be serving the child's needs.

Extending our skills is not an end in itself, or simply aimed at improving our position as librarians in the educational system. In fact, the whole educational system is not an end in itself, but serves the child. There is a risk that in the turbulence of new technologies, new learning methods and updated school curricula, the literacy competences are too much technology/society driven. It is therefore adequate to refer to the UN Convention on the Rights of the Child, to keep a balanced perspective: the right of the child to develop him/herself to the fullest potential. Here lies the real challenge for school librarians: to have an eye for the potential of the child, and create an environment in which this potential may grow and unveil itself. (p.4)

Another key area identified by the research (Beaudry, 2010, Falk-Ross, 2008 and Walton, 2008) that limits or impinges on human rights in school libraries is censorship. Beaudry, a teacher librarian in British Columbia highlights relevant local, provincial, national and international documents that should be part of your intellectual freedom arsenal. School divisions should have policies outlining the process to challenge any books, as well as a clearly defined challenge policy. Library collection policies should also clearly identify how materials are chosen. The Canadian Charter of Rights and Freedoms as well as the UNDHR and UN CDC are also key documents when addressing these challenges. Beaudry points out that "Courts continue to rule that schools are not exempt from upholding students' human rights under the charter. These rights include the freedom to information and the freedom to read." (Beaudry, 2010, p. 1) Falk-Ross identifies how even though we have the right and freedom to read what



we choose, parents and groups will often try to limit not only what their children are reading, but what all students can read in a school or library. Common books cited by Falk-Ross that have been challenged over the years include Harry Potter books, *The Golden Compass* and *The Higher Power of Lucky* which even won the 2007 Newberry award. Teaching students about censorship, banned books and using programs like "Freedom to Read" (Book and Periodic Council, 2009) and the ALA's (American Library Association) Banned & Challenged books are ideal resources to incorporate lessons and learning activities relating to intellectual freedom and more precisely Article 19 in the UNDHR.

Of particular interest is the Walton article that reviews a book called *Challenging Silence, Challenging Censorship: Inclusive Resources, Strategies and Policy Directives for Addressing Bisexual, Gay, Lesbian, Trans-Identified and Two-Spirited Realities in School and Public Libraries*. (Walton, 2008) This article and book highlights the other type of censorship—silent or self censorship where certain books are never purchased or included in library collections. Walton writes that "resources on LGBT (Lesbian, Gay, Bisexual and Transgendered) issues are often arbitrarily excluded from library collections." This would be quite common with the GLBTQ books that Schrader and Wells describe in their book. Walton points out how the authors of this book have cleverly cited Canadian human rights and library documents but also international policies such as the UNDHR and IFLA (International Federation of Library Associations) to draw in international readers. "These frameworks are cited to bolster the argument that libraries have a duty to challenge censorship, even as practiced within, and that library services and collections must consider LGBT people and communities more than many currently do." (Walton, 2008, p.2)

A few years back, I researched the availability of GLBTQ books for children in various public and educational libraries in Winnipeg. (Fogarty, 2007) Findings were minimal and inconsistent, although public libraries fared far better than educational libraries. Searches were also cumbersome and awkward. Various search terms had to be used to even find these books. The vast majority of the books I was looking for were stocked at the Rainbow Resource Centre, a GLBTQ resource centre in Winnipeg. It is therefore not surprising that Walton doubts that things will change quickly. "I am not convinced that many people who should recognize the social and curricular needs of LBGT youth in schools have the resolve to do so, even in light of the compelling argument articulated by Schrader and Wells" (p. 3).

### Successful Human Rights Activities Through or With School Libraries

There are literally countless learning opportunities out there if educators keep their eyes and ears open. As teacher-librarians, we need to communicate with staff about their needs, and keep abreast of new resources and ideas that can be applied in a human rights context. I will share activities I have been personally involved in, what my colleagues have shared and ideas I've encountered in my research. The key ingredients to embark on these activities are a passion for and a commitment to human rights from staff and students.

The divisional art consultant for Pembina Trails School Division, Cameron Cross has been instrumental in promoting numerous art projects that highlight human rights and social responsibility. Projects he has initiated, promoted and supported include Empty Bowls, Brush Out Poverty and a human rights post card illustration project in conjunction with the Arthur V. Mauro Centre for Peace at the University of Manitoba. He has also provided workshops for teachers and teacher librarians

dealing with Altered Books, an environmental way of reusing discarded books. Teachers and teacher-librarians collaborate and support all of these wonderful humanitarian projects.

Another local organization, the United Nations Association of Canada (UNAC) Winnipeg Branch sponsors a human rights speech competition for various age groups. I worked with one student to research, prepare and present his speech. He also went on to present it to the whole school. Each year has a slightly different theme or topic. UNAC also hosts other educational activities for both students and adults to further their knowledge about human rights.

A few years ago, I also created a Social Studies webquest for Grade Three dealing with the UN Millennium Development Goals using various resources such as the UN Cyberschoolbus. Another project I was involved in was a privacy project researching how video stores announce or communicate late videos titles in front of other patrons and how our provincial privacy organization FIPPA (Freedom of Information and Protection of Privacy Act) fit in with this issue. This was initiated by students and staff after learning about our overdue books policy.

Conferences for professional associations can also have a profound educational and social impact if they are effective. Divisionally this year, our professional development team for the Manitoba School Library Association has been instrumental in choosing "Human Rights and School Libraries" as our central theme, along with our keynote speaker Dr. Toni Samek from the University of Alberta.

Teacher librarians in my school division collaborating with classroom teachers have also been instrumental in creating interesting and creative projects. One project involved a visual and oral representation of various human rights using the online program voicethread. Students created art



posters and added voice commentaries or speech balloons about the human rights. Another colleague worked with a Grade six teacher and her students on an animated human rights project funded by the Winnipeg Foundation and co-created with Caméra Etc and the Freeze Frame International, Festival du Film International. It is entitled "Les enfants tout simplement." Both of these projects deal specifically with human rights, involve original and collaborative creations and use innovative web 2.0 information technology tools. These are all key components advocated for by cutting edge library and information specialists for today's school libraries staffed with professional teacher-librarians.

Last but not least, everyday practical and ordinary activities that take place in libraries confirm our commitment to human rights. By providing varied learning resources, interesting fiction and picture books, weeding out old and biased information, supporting learning with virtual online databases and tools, keeping library records private, teaching about censorship and banned books, we are supporting and respecting our students' human rights.

Highlighting December 10th as Human Rights Day with displays and special activities in the library is also an active way to promote human rights. In the article Human Rights and Librarians, Phenix and de la Pena McCook (2005) discuss big and small events that promote human rights in libraries. "Eleanor Roosevelt, who chaired the UDHR committee, was quoted as saying 'Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world.' Acts on behalf of human rights happen in every library every day." (p. 3)

### Human Rights Educational Resources—Students and Staff

What resources are at hand to teach our students and ourselves about human rights? For our students, I think that a large component of human rights education is already built into the Social Studies curriculum. We do not need to reinvent the wheel. We need to build upon what is already there to include human rights educational lessons in all other curricular areas. Once the human rights are clearly understood, it is then fairly simple to imbed examples, ideas and activities in all subject areas. Human rights and human rights education is a dynamic and continually changing arena. The actual human rights declarations and conventions may be static for the moment, but their interpretations, implementations, confirmations, celebrations, abuses and atrocities are constantly in motion and will continue to be so.

Again, it is important to note that it is not enough to simply have the resources or access to them. It is imperative that there be trained staff such as teacher librarians to navigate students through the sea of resources. At a recent national library conference, it was noted how lucky Alberta was to have provincial learning databases available for all of their students. Local colleagues were quick to point out that they are vastly underused as there are not trained teacher librarians to actually teach them how to use them.

Since educational resources are vast and could be a paper in itself, I will only highlight some key resources that I have used or discovered that could be useful for students and educators. Other resources not mentioned but equally important would include newspapers, radio, television, films, documentaries, podcasts, wikis, blogs and other social media networks that all have current and relevant human rights information and stories. Starred resources\* have student materials, otherwise they are adult resources.

\* Amnesty International (which lists many non AI HR resources and websites) [http://www.amnesty.ca/resource\\_centre/teachers.php](http://www.amnesty.ca/resource_centre/teachers.php)

\*Be the Change (Human rights curriculum and resources developed by Ontario School Library Association, OSLA) <http://www.accessola.com/osla/bethechange/home.html>

\*Bibliography – picture books, fiction and non-fiction, websites (great bibliography listed in the Be the Change Resources section. <http://www.accessola.com/osla/bethechange/bibliographies.html>

\*Composito (European site – Manual for Human Rights Education for Children, Activities section has excellent classroom activities with PDF downloads of black line masters. <http://www.eycb.coe.int/composito/contents.htm>

Equitas [http://www.equitas.org/index\\_en.php](http://www.equitas.org/index_en.php)

\*Free the Children <http://www.freethechildren.com>

Global Human Rights Education Network—offers online courses [http://www.hrea.org/index.php?language\\_id=1](http://www.hrea.org/index.php?language_id=1)

Human Rights Tools [http://www.humanrightstools.org/dir/1\\_\\_Monitoring\\_-\\_Documentation\\_-\\_Advocacy/Educating\\_and\\_awareness\\_raising](http://www.humanrightstools.org/dir/1__Monitoring_-_Documentation_-_Advocacy/Educating_and_awareness_raising)

Hurridocs – Human Rights Information and Documentation Systems, International - a human rights information and communication database for human rights organizations <http://www.huridocs.org>

Librarians Without Borders <http://lwb-online.org>

People's Movement for Human Rights Learning <http://www.pdhre.org>

\*UNICEF <http://www.unicef.ca/portal/SmartDefault.aspx>

\*UN Cyberschoolbus website (especially



the Millennium Development Goals section) <http://cyberschoolbus.un.org>

University courses—U of M EDUA 5210 (HR education), U of A (Intellectual Freedom and Social Responsibility)

University of Minnesota Human Rights Library [www1.umn.edu/humanrts](http://www1.umn.edu/humanrts)

\*University of Minnesota—K–12 Human Rights Education Experience (This is My Home) <http://www.hrusa.org/thisismy-home>

## Conclusion

Going back to my original question—are school libraries and human rights an effective combination? Are they a frivolous option that can be done without? The Convention on the Rights of the Child is a binding agreement between states and when countries ratify those conventions, they are part of international law. Canada and most other countries worldwide have ratified that convention. If we are serious about our children and human rights, teacher librarians and quality school libraries are absolute necessities to play a key role in making sure that students are not only having their human rights respected but that they are also learning about their human rights. Much of the research documented earlier supports that position and the benefits of having professionally trained library personnel to make sure that students are being offered the best learning opportunities and resources possible in regards to human rights. They are also being taught how to use these resources ethically and responsibly.

Teacher librarians cannot be complacent if we truly believe that we are a vital link in the educational wheel of our schools. If we truly believe and understand the moral and


legal commitments all those documents and policies entail in terms of helping develop our students to their full potential, then we should be committed to make this a reality. Critical librarianship is about social action and activism. In Samek's book, *Librarianship and Human Rights*, she writes about the choice librarians can make about critical librarianship (p. 35). It is clearly a choice that we can take or we can disregard it. We can choose to be complacent and indifferent or we can be proactive and make sure that we are part of the solutions. We can make sure that we as teacher librarians are professionally trained in our field of expertise and continue to be lifelong learners. We can help students reach their full potential so that they can be active and thoughtful citizens of our communities.

We are fortunate in Winnipeg to be getting a state of the art national human rights museum built in our very own backyard. Are we going to take this golden opportunity and lead our students and staff in this fantastic journey or will we just idly sit by and see what happens? Remember the "why" of this research was to make sure students reach their full potential. It is one of our students' human rights. By



**Teacher librarians cannot be complacent if we truly believe that we are a vital link in the educational wheel of our schools.**

keeping human rights in the forefront of our teaching and collaborating in the library and throughout the school, we will definitely help develop those students' full potential. I think Marian Koren (2006) synthesizes my final thoughts eloquently when she writes "School library services are not a luxury, or only for the happy few but a consequence of applying human rights of children in the educational context of today. Their right to information, to have access to materials, to education, to values as human beings, as stated in the UN Convention on the Rights of the Child (1989), requires equal access to literacy services

and social inclusion." We truly can be the change that we want to see. 

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## Veterans Affairs Canada Learning Resources for Your School Library



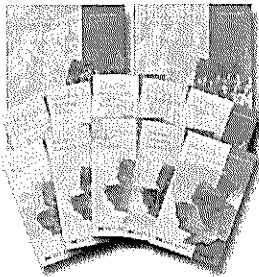
Veterans Affairs Canada (VAC) offers educators a wide selection of **free, bilingual** resources about Remembrance and Canada's military history, from the South African War to today.

Our resources are available in multiple formats. If high-quality printed copies are what you need, you can request many of our materials using our easy-to-use on-line ordering system (there are absolutely **no shipping charges**). And if you are looking for instant access to our materials in your library, our Veterans Affairs Canada Web site is the place to go.

Let's explore some of the resources that you might find useful to engage students using the school library. These can also be shared with other teachers in your school who come to you for help in preparing a lesson plan about Canadian military history.

### Veterans Affairs Canada Historical Resources

'Remembrance' is an important part of being a well-informed Canadian. How can we truly understand the country we have today without a knowledge of the sacrifices and achievements that have been made by our Veterans and current Canadian Forces members to protect the peace and freedom we enjoy?

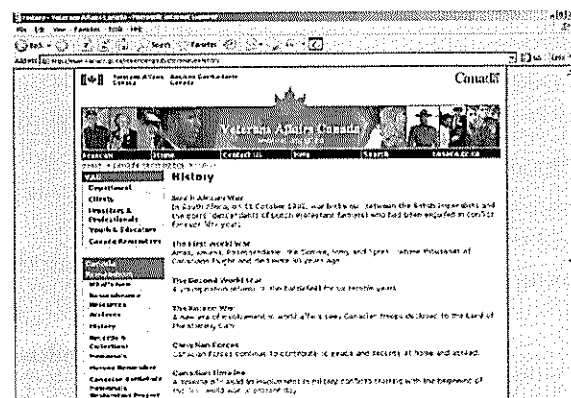


That is where our wide selection of historical resources can come in. For a country that has an international reputation for peace, Canada has taken part in many wars and conflicts. Knowing what Canada did - and why - is important. VAC has a wide selection of historical publications like **public information sheets** and **historical booklets**, covering many chapters of our military heritage from the First World War to modern-day Canadian Forces efforts. Our concise public information sheets are ideal for providing an overview of a subject, helpful to teachers looking to give their students some historical background in an easy-to-digest manner. Our longer historical booklets (some of which are

more than 50 pages in length) offer more in-depth information on a subject, making them very useful for research projects or other situations where a more detailed historical account is required.

Check out the 'History' portion of our Web site to explore some of our resources. Most of our materials are available in **HTML** and downloadable **PDF** formats, and we offer our streaming video resources in **Flash**, **Window Media** and **QuickTime** formats.

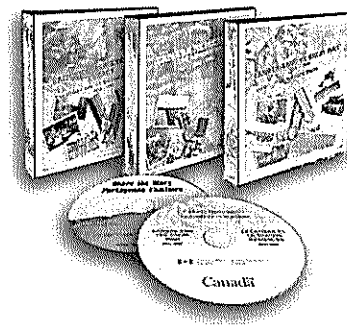
You can also order high-quality printed versions of many of our materials using our on-line ordering system.





## Veterans Affairs Canada Learning Materials

VAC also produces high-quality resources created specifically for educators. Our **comprehensive multimedia learning kits** offer videos/DVDs, in-depth historical information, lesson plans and a variety of other resources like posters, music CDs, postcards and information sheets to give educators the tools with which to engage their students. We currently offer kits about the **First World War**, the **Second World War** and the **Korean War**, which are designed primarily for grades 7-12.



We also offer on-line learning modules, again designed primarily for grades 7-12, for you and your school focussing on specific military events, such as **D-Day and the Battle of Normandy**, the **Italian Campaign**, the **Battle of the Atlantic**, the **Liberation of the Netherlands**, and the **Liberation of Belgium and the Battle of the Scheldt**. And that is not all. '**Heroes and Poppies - an Introduction to Remembrance**', the '**60<sup>th</sup> Anniversary of the End of the Second World War Teacher's Guide**' and the '**50 Way to Remember**' information sheet offer a wealth of activities that educators can use as starting points to incorporate Remembrance into their teaching, while the '**Candlelight Tribute Ceremony**' information sheet has instructions for organizing a 'candlelight tribute' that a school could conduct to show that we remember Canadians who have given their lives in service.



## Veterans' Week Materials

Each year, VAC distributes hundreds of thousands of copies of our Veterans' Week youth newspapers across Canada. ***Tales of Animals in War*** is aimed at youth aged 5 to 11 and introduces concepts of remembrance to a young audience in a gentle manner using the six Remembrance Clubhouse animal characters: Simone the Cat, Ellie the Elephant, Bonfire Jr. the horse, Gandy the dog, Squeaker the pigeon and Win the bear. These bilingual colour newspapers come in sets of 30, ideal for use in a classroom setting or for distribution in a school library.

The ***Canada Remembers Times*** is aimed at youth aged 12 to 18 and explores interesting chapters from Canada's military heritage. Each year the paper features historical and human interest stories on the First and Second World Wars, the Korean War, and Canada's numerous peace support missions overseas and at home. The contributions of women, Aboriginal-Canadians and visible minorities in uniform are recognized, plus much more. This bilingual colour newspaper also comes in sets of 30.

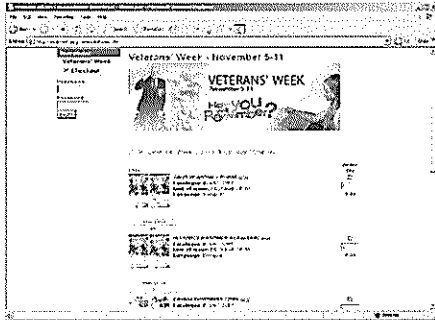


***Postcards for Peace*** is a learning activity that allows youth to send postcards expressing their personal thanks to those who have served in the cause of peace and freedom over the years. A class pack includes 30 postcards and an instruction sheet with information on how to send the postcards to Veterans or current members of the Canadian Forces serving overseas.



We also offer colourful **Veterans' Week posters** , available in 8.5" x 11" and 18" x 24" sizes. Our **Veterans' Week bookmarks** are very popular as well.

To request these materials early next fall, call VAC toll free at **1-877-604-8469** or use our convenient on-line **Veterans' Week ordering system**. This easy-to-use system allows you to make your order instantaneously. If you order by the **second week of October**, you will be assured of receiving your materials prior to **Veterans' Week**, November 5 to 11.



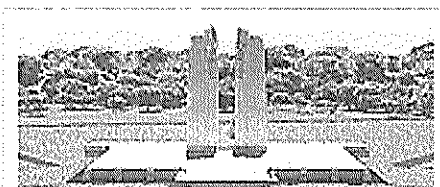
### Other Veterans Affairs Canada On-line Resources

2010 is a milestone year for many significant events from Canada's military history. This year marks the 100<sup>th</sup> anniversary of the Canadian Navy, the 95<sup>th</sup> anniversary of the Newfoundland Regiment's fighting at Gallipoli during the First World War, and the 65<sup>th</sup> anniversaries of the liberation of the Netherlands, the Murmansk Run, the liberation of Hong Kong prisoners of war and the end of the Second World War. VAC will be offering a variety of historical and educational resources with information on these events. 2010 also saw Canada play host to the world at the Vancouver Winter Olympics. You can explore our [Olympics Web feature](#) to learn about Canadians who both served Canada in a military uniform and competed for our country at the Olympics over the years.

We offer a number of other interesting Web features, exploring subjects like the [90<sup>th</sup> anniversary of the end of the First World War](#), the [55<sup>th</sup> anniversary of the Korean War armistice](#), and the [Canadian Forces - in the service of peace](#).

We have many other on-line resources, as well. For example, '[Experience Vimy](#)' allows users to visit the **Canadian National Vimy Memorial** in France without leaving their chairs. Students can use their computer mouse to swoop up and down and zoom in and out to view the memorial from many different angles. You can also read the names of the 11,285 Canadians who died in France during the First World War and who have no known grave which are inscribed on the base of the monument.

'[Heroes Remember](#)' is a database of videotaped interviews with Canadian Veterans, containing approximately 2,400 English clips and more than 560 French clips. With this tool, students can search for first-hand accounts from men and women who served in the navy, army, air force, Merchant Navy, or on the home front; stories related to significant chapters in our country's military heritage; and even find interviews with Veterans from their own communities, regions or provinces. There are a variety of interesting components associated with this resource, such as a section focussing on the contributions of [Chinese-Canadians during the Second World War](#).



**Experience Vimy -  
Multimedia**

Through video clips and archival footage, the [La force francophone](#) Web feature provides first person accounts from French speaking Canadian men and women from all walks of life who

served both at home and overseas during the Second World War. This feature honours these Francophones from across Canada by giving them the opportunity to tell their stories on a number of different themes.

In the First World War Audio Archive Web component you can learn about Canada's participation in the First World War by listening to audio recollections of Veterans as they recall their life and times during the war years. As well, you can view a selection of Canadian artist William Redver Stark's collection of First World War sketches, showcased in six thematic galleries. A visit to the medals section provides information on service medals awarded during the First World War. Finally, in the learning corner one can explore a variety of multimedia presentations.

VAC's array of educational and informational resources can help you meet your provincial curriculum goals while fostering students' understanding of the sacrifices and achievements of those who have served in the cause of peace and freedom. Visit the 'Youth & Educators' section of the VAC Web site today and see what you may have been missing.

## Reader's Advisory

### A quick guide to what to read when you have time to read what you want!

By Lorie Battershill

LONG BOOK REVIEWS? WHO HAS TIME TO read (or write) those? The good folks at Unshelved.com have come up with a terrific new format for book reviews that could be used by adults or students.

It follows a strict, concise format. A brief description, followed by snappy answers to the following questions:

- Why I picked it up?
- Why I finished it?
- I'd give it to...

Gene and Bill at Unshelved have given me permission to shamelessly rip off their format for the MSLA Journal. Here's my first contribution followed by three examples from the Unshelved website archives.

Your contributions for upcoming issues are welcome. Send them to me at lbattershill@retsd.mb.ca. And remember, keep it short and follow the format.

### **In the Neighborhood: the Search For Community on an American Street, One Sleepover at a Time**

By Peter Lovenheim. A Perigee Book, 2010. 978-0-399-53571-0. Reviewed by Lorie Battershill

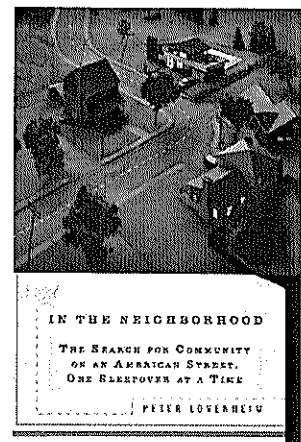
*In the Neighborhood* is a report of the author's quest to create a stronger sense of community in his upper class American neighborhood. A murder-suicide in a house down the street shocks him into examining the reasons why people don't seem to get to know their neighbors anymore.

**Why I picked it up:** It was reviewed in the Book section of the *Winnipeg Free Press*. I have often wondered about the lack of community in today's society and I was interested to find out if the author found any answers.

**Why I finished it:** Lovenheim is a good researcher and a terrific writer. The book reads more like a novel than a sociological study. It has terrific characters, a rising

plotline and an unexpected ending.

**I'd give it to:** My new neighbor who has quickly become a good friend.



### **Half Broke Horses**

By Jeannette Walls. Scribner, 2009. 9781416586289.

Lily Casey Smith was born in 1901 and spent her first years in a sod-topped dugout

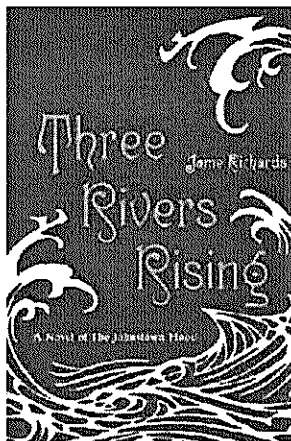


in West Texas. Occasionally, a goat's foot would puncture the ceiling because they grazed on the roof. At ten, she ran family farm. At fifteen, she was a teacher in the Arizona desert. She divorced a bigamist, learned to fly, and later proposed a rancher. She was plainspoken and unwilling to compromise her beliefs, which caused her to be fired several times. Teaching in a conservative town, she told the girls about Chicago, the way things were in the outside world, and that they could be independent.

**Why I picked it up:** I loved *The Glass Castle* and was ready to read anything else about Jeannette Walls' family. I saw this book on the coffee table in a house I was house-sitting, borrowed it, and read it before they returned from vacation (they're none the wiser).

**Why I finished it:** I powered through it in an afternoon. Lily saw each troublesome and tragic event in her life as something that could be dealt with through hard work and perseverance. Lily's indomitable spirit is the core of this "true-life novel," a well-researched memoir with fictional dialogue. As she moves through the decades we see her mature and age, up to the point where her daughter Rose Mary marries a conman, the beginning of the story in the author's previous memoir.

**I'd give it to:** Confrontational folks like my Grandfather, who would appreciate Lily's need to put her opinions out there. My wife, who struggled to finish *The Glass Castle* because it was so sad. She would like the attitude Lily brought to bear on her (sometimes grim) struggles. Betty, who enjoyed West with the Night by Beryl Markham, which is set in Africa but is also about an opinionated woman living in a remote part of a male dominated world.



### Three Rivers Rising

**By Jane Richards. Knopf Books for Young Readers, 2010. 9780375858857.**

Sixteen-year-old Celestia and Peter first meet at a resort above a dam where three rivers come together. He is a workman, she a noble lady with prospects. When her sister Estrella is sent away to avoid a scandal, Celestia is forced to go to Switzerland to make her forget about her would-be lover. Instead, on her return, she runs away with him. Peter is quite sick, so she tends to him. The dam, long rumored to be breaking, finally gives way.

**Why I picked it up:** Historical fiction is growing on me as a genre. I saw a chance to learn about the Johnstown Flood while enjoying a good story.

**Why I finished it:** The book is ostensibly about the flood, but it is primarily a love story set against that tragedy. The free verse format lends itself to brevity and helps create a breezy backdrop for the story that mirrors the summer setting when the lovers first meet.

**I'd give it to:** Anyone looking for a good read alike for Jacqueline Davies' *Lost* (historical fiction about the Triangle Shirtwaist Factory Fire). Middle school readers not yet ready to tackle Jane Austen's books, who might like a primer about early 20<sup>th</sup> century American high society. Anne, who is always up for an unabashed love story, es-

pecially for some light reading at the pool.



### If I Stay

**By Gayle Forman. Dutton Juvenile, 2009. 9780525421030.**

Mia has a great family, a burgeoning music career and a sensitive boyfriend. Then her family dies in a car accident that leaves her severely injured. In the ICU, she has an extended out-of-body experience. Mia must decide whether to stay on earth, in pain and uncertainty, or to follow her family into the unknown of death.

**Why I picked it up:** It was nominated for the 2010 Best Books for Young Adults and I serve on the committee.

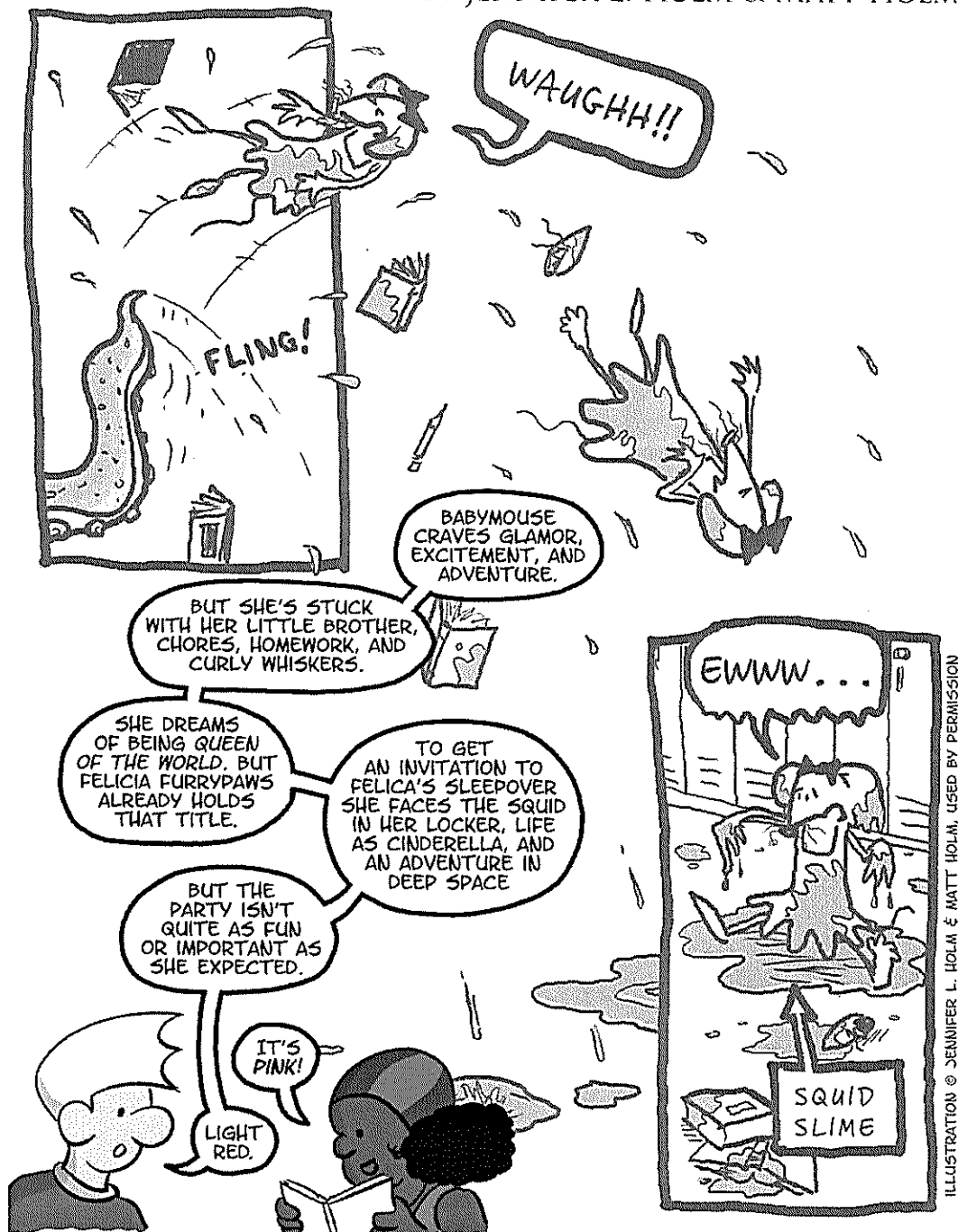
**Why I finished it:** This is a memoir told through flashbacks. It is told so gracefully that its genuine sweetness really stands out. It is not a morbid, torture-porn book. Mia's ability to observe her community's response to her accident is never explained, but it doesn't matter, because we are so involved with the characters. The reader is left to wonder right up until the end what decision Mia will make. Tissue Alert - this one is a tearjerker!

**I'd give it to:** Girls who are in band/orchestra will love the musical angle--Mia is a cellist and her boyfriend, Adam, is in a punk band. Kim, who is rebounding from a bad relationship and needs to know that good guys exist. 📖

# Unshelved

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## BABYMOUSE QUEEN OF THE WORLD! BY JENNIFER L. HOLM & MATT HOLM




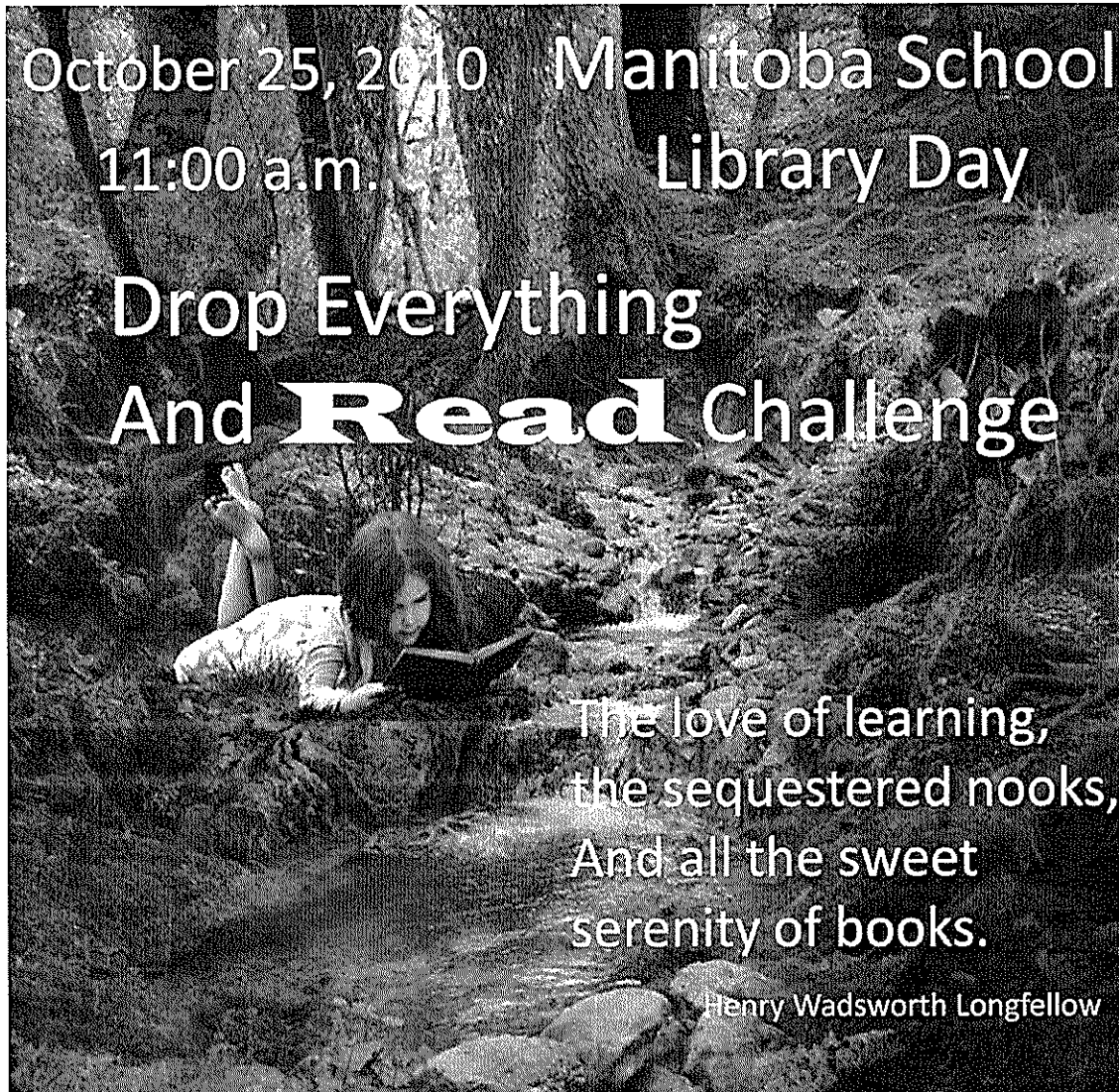


# D.E.A.R. Provincial and National Challenge

IN CELEBRATION OF MANITOBA SCHOOL LIBRARY Day, the Manitoba School Library Association would like to challenge the students and staff at your school to join those across the province to "Drop Everything and Read" for

twenty minutes at 11:00 a.m. (or any time that works for your school) on Monday, October 25, 2010. We hope that this will become an annual event to promote libraries, literacy and learning in our province. Please take a

moment to let us know that your school will be participating by contacting Sherry Faller at: [sfaller@retsd.mb.ca](mailto:sfaller@retsd.mb.ca). We anticipate publishing a list of participating schools in our next journal and on our website. 



The D.E.A.R. Challenge is sponsored by the

**Manitoba School Library Association** <http://www.manitobaschoollibraries.com/>

Register your school to take the challenge at: [sfaller@retsd.mb.ca](mailto:sfaller@retsd.mb.ca)

Photo Credit: <http://phatpuppyart.com/contact.html>



## Province of Manitoba

# Proclamation

## Manitoba School Library Day

**WHEREAS** the 4<sup>th</sup> Monday in October will be celebrated annually as Manitoba School Library Day; and

**WHEREAS** School libraries in Manitoba function as information-rich centres supporting inquiry and research in schools; and

**WHEREAS** School libraries in Manitoba are active learning centres that provide instruction and access to a wide range of resources both locally and globally; and

**WHEREAS** School libraries in Manitoba foster student achievement and collaboration as well as the growth of traditional collections and electronic databases to support curriculum implementation in schools.

**NOW THEREFORE BE IT KNOWN THAT I**, Nancy Allan, Minister of Education for the Province of Manitoba, do hereby proclaim Monday, October 25, 2010 as

### Manitoba School Library Day

in Manitoba and commend its thoughtful observances to all citizens in our province.

---

*September 2010*

*To: Principals of Schools*

*RE: Proclamation – Manitoba School Library Day*

Dear Colleagues:

I am pleased to proclaim October 25, 2010 as Manitoba School Library Day.

School libraries in Manitoba function as information-rich centres supporting inquiry and research in schools, and are active learning centres that provide instruction and access to a wide range of resources locally and globally. School libraries also foster student achievement and collaboration as well as the growth of traditional collections and electronic databases for the purpose of curriculum implementation in schools.

My hope is that by celebrating Manitoba School Library Day it will provide teachers and students with an opportunity to acknowledge the important role school libraries play in the academic and cultural lives of our students.

Please use this proclamation as you see fit and help us to celebrate and support school libraries in Manitoba.

*Sincerely,*

*Honourable Nancy Allan*



# Canadian Library Association Conference Report

**CLA** Canadian Library  
Association  
Association canadienne  
des bibliothèques

Submitted by Jo-Anne Gibson

AS MSLA PRESIDENT, LAST JUNE I HAD THE privilege of attending the Canadian Library Association's 2010 National Conference. This conference attracted its greatest numbers in recent years when more than 900 delegates met from June 2–5 in Edmonton, Alberta. At this time, I was also able to join my provincial and national counterparts at the Canadian Association of School Library's (CASL) Annual General Meeting. Two of our members, Vivianne Fogarty and John Tooth were presented with national awards, The Chancellor Grant and the Angela Thacker Award, respectively.

Due to a conflict with the Treasure Mountain Conference, I was only able to hear one of the two keynote speakers, Dr. Michael Geist, the Canada Research Chair, Internet and E-commerce law at the University of Ottawa. Dr. Geist gave a timely presentation on Canadian copyright law with an overview of key points in the government's latest copyright bill that had been released only days earlier.

The other keynote speaker was Sue Gardner, Executive Director of the Wikimedia Foundation, who spoke about the power of the positive in the collaboration of the volunteer editors of Wikipedia.

The conference program offered delegates sixty-five sessions on a wide variety of topics over the three days, as well as pre-conference workshops and library tours throughout the city. The teacher-librarian sessions were held on one day with the most well-known presenters being David Loertscher and Carol Koechlin. These presenters challenged delegates to "flip their

libraries" and transform them into a learning commons.


One of the highlights for me during the conference was the reception for the winners of the 2010 CLA Book Awards, celebrating authors and illustrators of works for children and young adults. It was wonderful to hear the authors accept their awards and afterward, everyone in attendance received one free book for the author to sign. Winning authors included Barbara Reid for *Perfect Snow*, Nancy Hartry for *Watching Jimmy* and Lesley Livingston for *Wondrous Strange*. As well, the University of Alberta Libraries and Edmonton Public Library hosted a splendid welcome reception at the new Art Gallery of Alberta which is quite the architectural wonder.

At the Annual General Meeting of CLA members, Keith Walker succeeded John Teskey as President of the association. President Walker noted that his term will be a challenging one, as members passed resolutions directing the CLA Executive Council to develop plans for changes to the association.

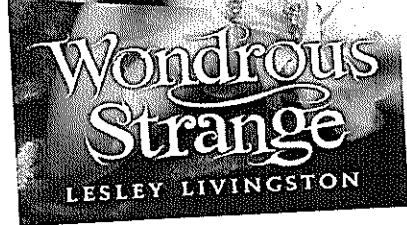
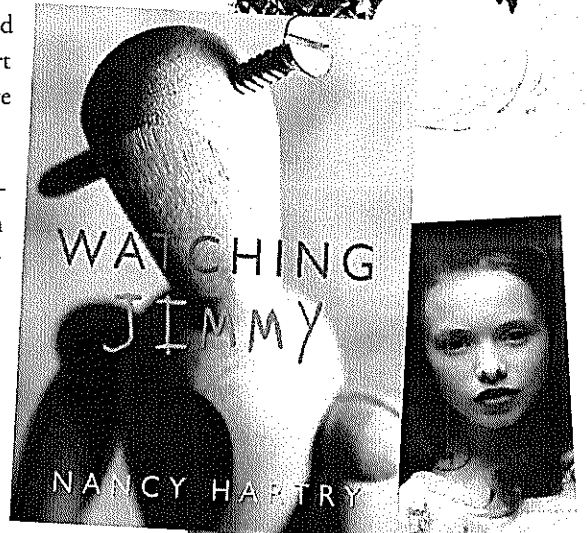
Due to the financial challenges facing the CLA, CASL was not permitted to hold elections this year which was disconcerting to the CASL members.

The next Canadian Library Association conference will be held in Halifax, Nova Scotia from May 25–28, 2011 at the World Trade Convention Centre. Hope to see you there!

For more information on CLA or CASL events and activities and membership benefits, go to [www.cla.ca](http://www.cla.ca).

Author Note: Thank you to Kelly Moore, CLA Executive Director, who helped prepare this report. 

## Barbara Reid *Perfect Snow*



2010 CLA Book Awards Winners: Barbara Reid for *Perfect Snow*, Nancy Hartry for *Watching Jimmy* and Lesley Livingston for *Wondrous Strange*



# Treasure Mountain Canada

June 3, 2010 Edmonton Canada



Submitted by Vivianne Fogarty, President Elect, MSLA

THE FIRST TREASURE MOUNTAIN CANADA RESEARCH Retreat took place June 2/3, 2010 in Edmonton, Canada. Treasure Mountain Research retreats started in 1989 in the USA by David Loertscher, Blanche Woolls and Philip Turner. These retreats have been used for library professionals to share and collaborate on a variety of ideas and research in their field.

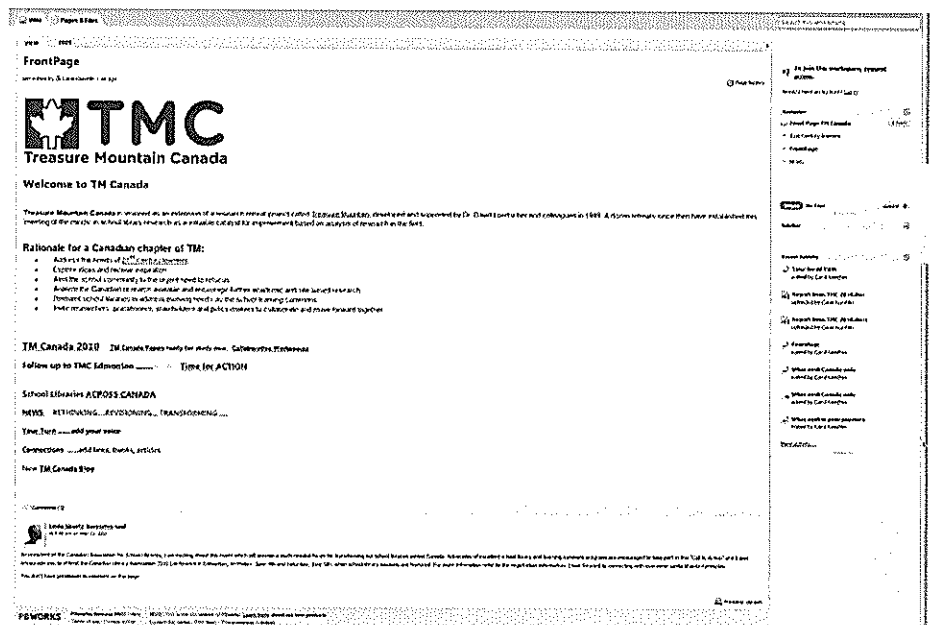
The first evening started with a dinner/reception at the Faculty Club at the University of Alberta. Our opening speaker was Ross Todd from Rutgers, USA. Teacher Librarians from across the country attended the first TM Canada. Western Canada was well represented including a significant group from Manitoba. Ontario teacher-librarians and a few from Quebec and the Maritimes participated also. Unfortunately there were no teacher librarians from the northern territories.

There was a wide range of speakers including David Loertscher, Ross Todd, Dianne Oberg, Carol Koechlin, among others. Ray Doiron was skyped in from PEI for one session. Besides the formal presentations, many table talks were presented in small groups and collaboration, responses and feedback were expected during and after the presentations. Laptops were provided and participants were busy responding on blogs, wikis, twitter and other social networking groups. It was very information intense and participatory in nature. We concluded with "Big Thinks" that are posted on the TM Canada wiki. Unfortunately, there was not a lot of time for personal networking with other colleagues or to have much down time to actually sit and reflect.

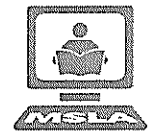


A package with all the published papers was distributed to all participants. Some key concepts that were highlighted include the Learning Commons, collaborative practice and evidence-based practice. One of the main messages promoted was that we need to build and accommodate learning areas for our clients and not the other way around. The TMC Canada booklet is

available for purchase from the OLA website or by downloading them from the TM wiki <http://tmcanda.pbworks.com/FrontPage> under TM Canada Papers.



The screenshot shows the 'FrontPage' of the Treasure Mountain Canada website. The header features the TMC logo and the text 'Treasure Mountain Canada'. Below the header, there is a 'Welcome to TM Canada' section. The main content area includes a 'Rationale for a Canadian chapter of TM:' section with a bulleted list of goals, a 'TM Canada 2010' section with a link to 'TM Canada Takes ready for study now - Callaway, P. 2008', and a 'School Libraries ACROSS CANADA' section. The right sidebar contains a 'Join the workshop, present, attend' section with a list of names and a 'FrontPage' section with a list of links. The footer contains the 'PBWORKS' logo and copyright information.



# The Manitoba Libraries Conference 2010

## Reflections from a School Library Perspective

Submitted by Jo-Anne Gibson, teacher-librarian at Acadia Junior High School

IT'S BEEN A FEW YEARS SINCE I'VE ATTENDED a Manitoba Libraries Conference. The first time I went as a newly qualified teacher-librarian, I found there was little for me in the way of professional development so I stopped attending. Now, as president of the MSLA, I have learned that in the past few years, there has been a renewed effort in ensuring that the professional development needs of school library personnel are met at the conference. This past year, one member of our MSLA board, Leanne Falconer, and our liaison officer from Manitoba Education, John Tooth, committed themselves to making sure that there were suitable sessions at the 2010 Manitoba Libraries Conference for both library technicians and teacher-librarians.

With this in mind, the library technician in my school, Edna Johnson, and I set off to participate in what was shaping up to be a professionally worthwhile activity. I'm pleased to report that we weren't disappointed. As winner of the Manitoba Library Technician of the Year Award, Edna was fortunate enough to be able to attend all three days of the conference whereas I only attended two days. The pre-conference was especially meaningful to her as a school library technician since she was able to learn more about the new RDA cataloguing standard which replaces AACR2. Other sessions that as a library technician Edna found valuable were:

- What Factors Affect Health and Literacy? Lessons From the Manitoba Centre for Health Policy (Facilitator: Marni Brownell)

- Designing Dazzling Displays: Tips and Tricks (Facilitators: Dawn Huck & Jennifer McSweeney)
- Reaching out to Newcomers (Facilitators: Ricardo Blanco, Guy Prokopetz, Janis Pregnall, June Shymko & Kathleen Williams)
- The Power of Project Teams in Libraries: The Success of the University of Winnipeg Library Website Redevelopment Project (Facilitator: Michael Hohner)
- Making Reports Highlight Your Successes (Facilitator: Denise Weir)
- It Ain't Over Yet: Continuing Education Opportunities for Library Technicians (Facilitator: Karen Hildebrandt)
- Gale Databases

As a teacher-librarian, there were five sessions at the conference that I found valuable. These included John Tooth's explanation of the new school tariff on Manitoba school libraries and copyright updates. School library staffs are constantly faced with challenging copyright questions and this was my opportunity to "ask the expert." Next, I attended a session facilitated by Pat Cavill regarding library advocacy. As president of the MSLA, advocacy encompasses a large part of what I do but as a teacher-librarian, I'm also aware that I must be prepared to advocate on behalf of my school library program on a daily basis. Although Pat's session was geared more toward public libraries, at the end of the session I was able to connect with her and she offered to send me a document prepared exclusively for school library advocacy.

The third session I attended was sponsored by the MSLA. It was my pleasure to intro-

duce author and retired teacher, Larry Verstraete, and Lisa Sykes, teacher-librarian at Westgrove School in Pembina Trails. Their presentation, P is for Partnership: The Tale of Two Alphabet Books, chronicled the steps involved in publishing a book written by Larry, G is for Golden Boy: A Manitoba Alphabet, and a book published by the students and staff of Westgrove School, W is for Westgrove, that was modeled after Larry's book. If you're considering writing and publishing a book at your school, I highly recommend connecting with these two knowledgeable educators and writers.

Next, I attended a session sponsored by Manitoba Education's Instructional Resources unit. Lynette Chartier from DREF demonstrated an exciting new online resource for French teachers, students and parents from TFO Education (<http://www2.tfo.org/Education/>). Sam Davoodifar showed the latest offerings in English language streaming services (<http://www.edu.gov.mb.ca/k12/iru/streaming/index.html>). Contact your school division for more information on these services or contact DREF directly at 945-4813 or Manitoba Education at 945-5371.


If you've ever considered using audio books in your library or classroom, you first need to educate yourself as to what is legal and what is not. Facilitator Chantal Fillion from Van Walleghem School in Pembina Trails took us on her frustrating journey spanning two years as she attempted to integrate audio books into her library and classrooms in a way that respects Canada's copyright laws. Perhaps the new copyright laws currently before Canada's parliament



will change the way schools can access audio books but from what I learned at Chantal's presentation, as it stands now, there aren't a lot of options when it comes to using audio books legally in schools.

Both my school library technician and I found many worthwhile sessions at the 2010 Manitoba Libraries Conference. Al-

though geared more toward public libraries, we even found the keynote address by Gerry Meek, the chief executive Officer of the Calgary Public Library, to be highly inspirational. At a time when budgets are tight Gerry discussed the need for groundbreaking partnerships between various libraries in our province and the need to

learn from each other. Certainly my attendance at the conference reinforced my feeling that as a teacher-librarian, I am vital part of the library community in Manitoba. I hope you will consider taking in, or volunteering at, a Manitoba Libraries Conference in the future so that you can experience this partnership, as well. 

## MALT Library Technician of the Year


THE MSLA WOULD LIKE TO CONGRATULATE Edna Johnson, library technician at Acadia Junior High School, as the 2009–2010 Library Technician of the Year. She was nominated by Helen Vidovic and Linda Gay.

Edna began as a school volunteer, who spent so much time in the library that she decided to make a career of it. Edna has been a big part of Pembina Trails School Division for the past 14 years. She has a passion for her library, students and staff, always looking for ways to support them in their learning journeys.

She has served on the executive of C.U.P.E. (now the Pembina Trails Association of Non-Teaching Employees) and on four

negotiating committees. Edna has been actively involved in the Winnipeg Children's Literature Roundtable for 10 years, serving on the steering committee, hospitality committee and acting as co-chair. She has also assisted in the organization of the Amelia Read-In, the Information Book Award and Round Table sessions.

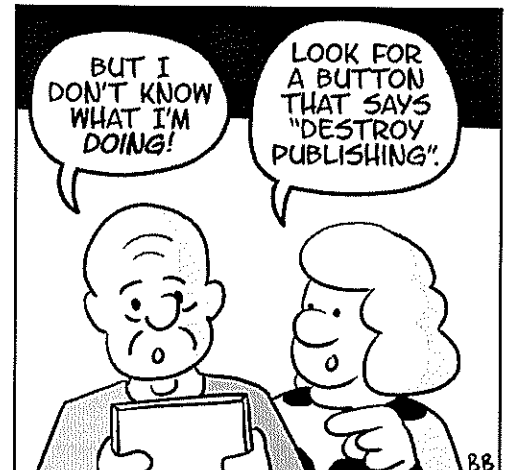
Lifelong learning is a big part of Edna's philosophy. She has attended conferences, hosted and presented at meetings, and helped organize workshops. Edna is always willing to share her knowledge with any one in need of answers. She is the champion of the division for having library volunteers—over 80 students at last count!

Congratulations to Edna for her outstanding work, commitment and attitude and thanks to Helen and Linda for nominating her. 



## Unshelved

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## PAID ADVERTISEMENT

# Be Your Own Editor

The perfect addition to your school library

Run-on sentences! Misused apostrophes! Student writing is often filled with errors.

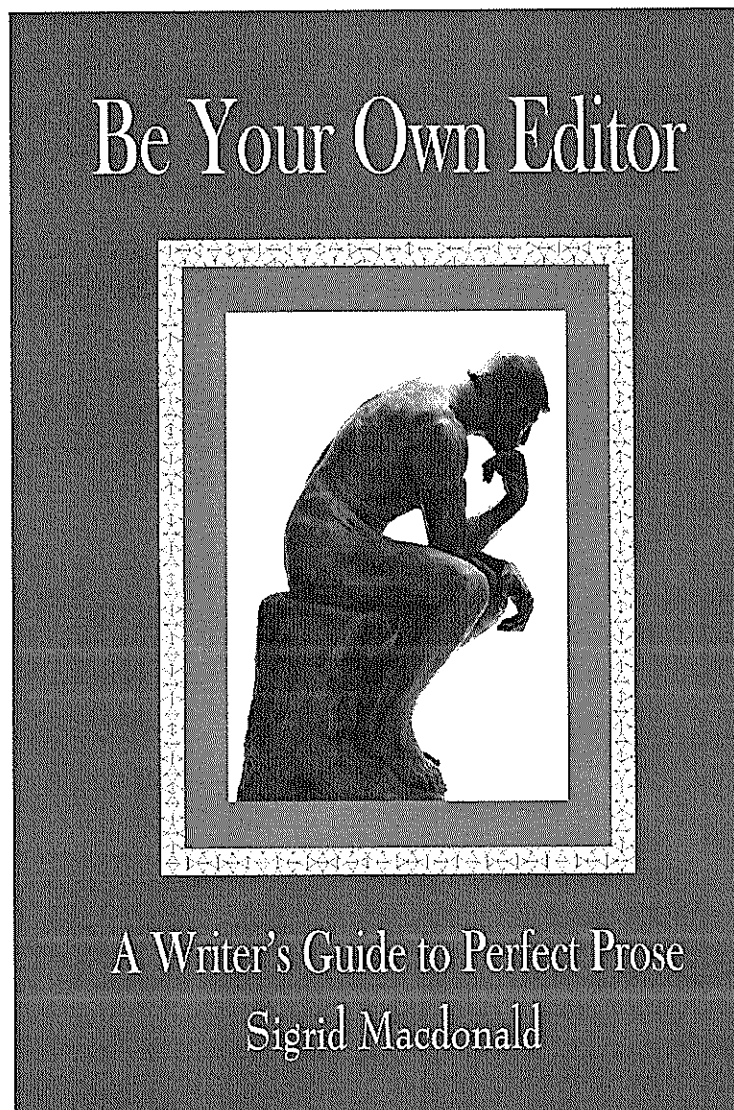
*Be Your Own Editor* by Sigrid Macdonald is a crash course in grammar and writing basics, ideal for students from grade nine to university.

Writing is the act of putting words down on paper; editing is the act of rewriting and polishing to ensure that our words are consistent, clear, and error-free. Starting with punctuation and proper use of the dreaded apostrophe, BYOE identifies frequently misused words and recommends ways to organize articles. There is a chapter on how to write essays and research effectively on the Internet, as well as sections on punctuation, how to eliminate redundancy, and making the most of the ubiquitous spell-checker. For those who are uncertain about when to use affect or effect, less or fewer, and compliment or complement, BYOE is a wonderful tool. And there are three pop quizzes for students to test their progress, which makes learning fun.

Sigrid Macdonald is a copy editor, a manuscript evaluator, a book reviewer, and a freelance writer. She's written three books including *Getting Hip*, *D'Amour Road*, and *Be Your Own Editor*. Her articles have appeared in Canada's largest newspaper, *The Globe and Mail*; *The Women's Freedom Network Newsletter* in Washington, D.C.; the American magazine *Justice Denied*; and the *Toastmaster*, a publication of Toastmasters International which is read in 80 countries.

**Cost: \$19.99 25% discount for schools and libraries.**

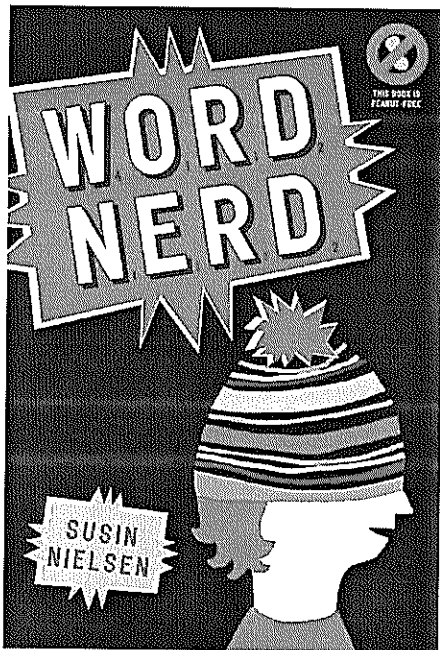
Available through the Library Services Centre in Kitchener (ISBN 978-0-557-31219-1) or directly by emailing [sigridmacdonald@rogers.com](mailto:sigridmacdonald@rogers.com).



# Manitoba Young Readers' Choice Awards (MYRCA)

THE VOTES HAVE BEEN CAST BY THE YOUNG readers across the province and the final tally for the 2010 Manitoba Young Readers' Choice Awards has been made.

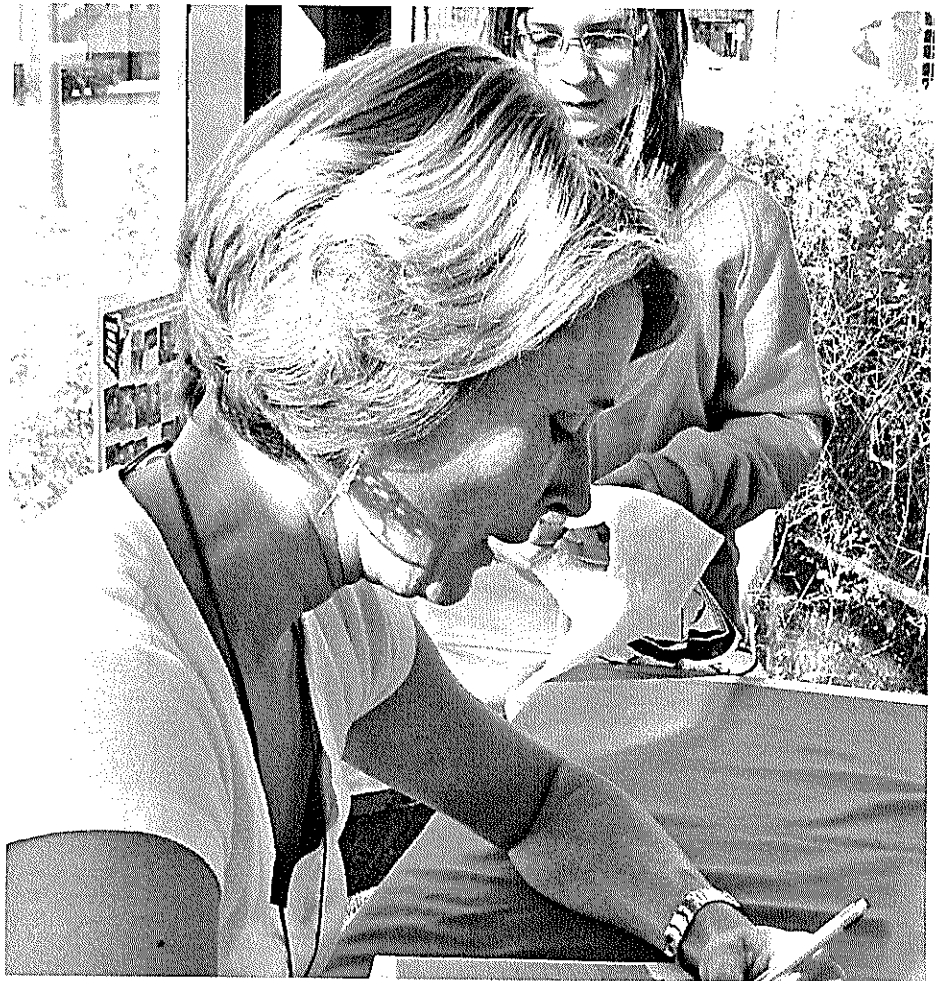
This year's winner, as chosen by the grade 4 to 8 students in Manitoba is Susin Nielsen for her humorous novel, *Word Nerd*. *Word Nerd* tells the story of 12 year-old Ambrose who goes against his mother's wishes and starts playing Scrabble with an ex-convict.



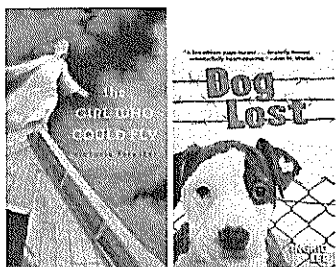
This fall, Ms. Nielsen travelled to Manitoba to accept her award. In attendance were students from various schools across Winnipeg. She also travelled to several schools in the Winnipeg and surrounding area to talk to students about her writing and life as an author. On September 29th, McNally Robinson Book Sellers hosted a launch party for Susin Nielsen's latest book, *Dear George Clooney: Please Marry My Mother*, a hilarious look at one teen's perspective on the effects of divorce in her family. A must read!



Susin Nielsen visits grade 5 & 6 students at Chancellor School.



Susin Nielsen autographs books after the award ceremony.



The 2010 MYRCA Honour Books were *The Girl Who Could Fly* by Victoria Forrester and *Dog Lost* by Ingrid Lee.

This year, the MYRCA program is celebrating its 20<sup>th</sup> anniversary. A special poster has been printed to mark this milestone. It can be purchased at McNally Robinson Book Sellers.

Students who read three or more of MYRCA books are eligible to vote for their favorite book in late March, early April. Look for more information and ballots on the MYRCA website: [www.myrca.ca](http://www.myrca.ca).

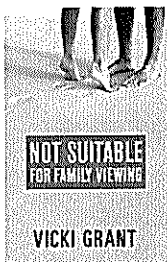
Here is the list of the 2011 Nominees:



**Bank Job**  
James Heneghan



**The Giant-Slayer**  
Ian Lawrence



**Not Suitable for Family Viewing**  
Vicki Grant



**Rex Zero the Great Pretender**  
Tim Wynne-Jones



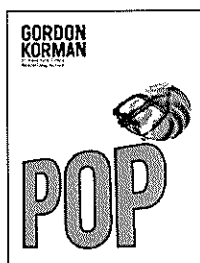
**Vanishing Girl**  
Shane Peacock



**Dunces Anonymous**  
Kate Jaimet



**Home Free**  
Sharon Jennings



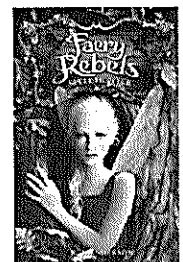
**Pop**  
Gordon Korman



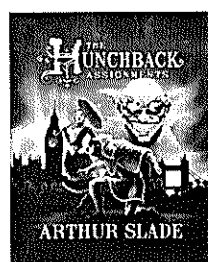
**Taken**  
Norah McClintock



**Walking Backward**  
Catherine Austen



**Fairy Rebels: Spell Hunter Book 1**  
R. J. Anderson



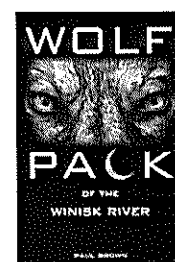
**The Hunchback Assignments**  
Arthur Slade



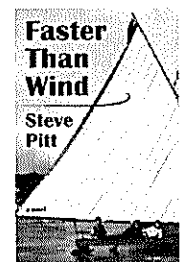
**Queen of Disguises**  
Melanie Jackson



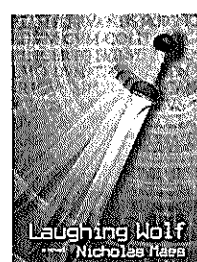
**Timothy and the Dragon's Gate**  
Adrienne Kress



**Wolf Pack of the Winisk River**  
Paul Brown



**Faster than Wind**  
Steve Pitt



**Laughing Wolf**  
Nicholas Maes



**Return to Bone Tree Hill**  
Kristen Butcher

# Acronyms of Interest to School Library Media Personnel

Compiled by G.R. Brown

\*No longer operational/combined with another group

|               |   |
|---------------|---|
| <b>AASL</b>   | American Association of School Librarians<br><a href="http://www.ala.org/ala/mgrps/divs/aasl/index.cfm">www.ala.org/ala/mgrps/divs/aasl/index.cfm</a>     |
| <b>ALA</b>    | American Library Association <a href="http://www.ala.org/">www.ala.org/</a>   |
| <b>ASLC</b>   | Alberta School Library Council<br><a href="http://aslc.teachers.ab.ca/Pages/Welcome.aspx">aslc.teachers.ab.ca/Pages/Welcome.aspx</a>                      |
| <b>BCLA</b>   | British Columbia Library Association<br><a href="http://www.bcla.bc.ca/">www.bcla.bc.ca/</a>  |
| <b>BCTLA</b>  | British Columbia Teacher-Librarians' Association (of the British Columbia Teachers' Association) <a href="http://www.bctf.ca/bctla">www.bctf.ca/bctla</a> |
| <b>CACL</b>   | Canadian Association for Children's Literature (of CLA)   |
| <b>CASL</b>   | Canadian School Library Association<br><a href="http://www.cla.ca/AM/Template.cfm?Section=CASL2">www.cla.ca/AM/Template.cfm?Section=CASL2</a>             |
| <b>CIC</b>    | Canadian Images Canadiennes (Conferences)   |
| <b>CLA</b>    | Canadian Library Association<br><a href="http://www.cla.ca/AM/Template.cfm?Section=Home">www.cla.ca/AM/Template.cfm?Section=Home</a>                      |
| <b>CM</b>     | Canadian Materials: A Reviewing Journal of Canadian Materials for Young People<br><a href="http://www.umanitoba.ca/cm/">www.umanitoba.ca/cm/</a>          |
| <b>CSLA*</b>  | Canadian School Library Association (see CASL)  |
| <b>DREF</b>   | Direction des ressources éducatives françaises<br><a href="http://www.edu.gov.mb.ca/m12/biblio/index.html">www.edu.gov.mb.ca/m12/biblio/index.html</a>    |
| <b>IASL</b>   | International Association of School Librarianship <a href="http://www.iasl-online.org/">www.iasl-online.org/</a>  |
| <b>IBBY</b>   | International Board for Books for Young People<br><a href="http://www.ibby-canada.org/">www.ibby-canada.org/</a>  |
| <b>ILL</b>    | Interlibrary Loan   |
| <b>IMC</b>    | Instructional Media Centre  |
| <b>IRA</b>    | International Reading Association<br><a href="http://www.reading.org/General/Default.aspx">www.reading.org/General/Default.aspx</a>                       |
| <b>IRU</b>    | Instructional Resources Unit (Manitoba Education)<br><a href="http://www.edu.gov.mb.ca/k12/iru/index.html">www.edu.gov.mb.ca/k12/iru/index.html</a>       |
| <b>LAA</b>    | Library Association of Alberta <a href="http://www.laa.ca/">www.laa.ca/</a>   |
| <b>LwICT</b>  | Literacy with Information and Communication Technology  |
| <b>MALT</b>   | Manitoba Association of Library Technicians<br><a href="http://www.malt.mb.ca/">www.malt.mb.ca/</a>   |
| <b>ManACE</b> | Manitoba Association for Computers in Education <a href="http://www.manace.ca/">www.manace.ca/</a>  |
| <b>MASL*</b>  | Manitoba Association of School Libraries (see MSLA)   |

|                |   |
|----------------|---|
| <b>MECY*</b>   | Manitoba Education Citizenship and Youth: Now Manitoba Education  |
| <b>MLA</b>     | Manitoba Library Association<br><a href="http://www.mla.mb.ca/">www.mla.mb.ca/</a>  |
| <b>MLC</b>     | Manitoba Library Consortium   |
| <b>MLTA</b>    | Manitoba Library Trustees Association<br><a href="http://mla.mb.ca/mlta">mla.mb.ca/mlta</a>   |
| <b>MSLA</b>    | Manitoba School Library Association<br><a href="http://www.manitobaschoollibraries.com/">www.manitobaschoollibraries.com/</a>   |
| <b>MSLAVA*</b> | Manitoba School Library Audio Visual Association (see MSLA)   |
| <b>MYRCA</b>   | Manitoba Young Readers' Choice Award<br><a href="http://www.myrca.ca/">www.myrca.ca/</a>  |
| <b>NBSLA</b>   | New Brunswick School Library Association  |
| <b>NSSLA</b>   | Nova Scotia School Library Associations   |
| <b>OLA</b>     | Ontario Library Association<br><a href="http://www.accessola.com/ola/bins/index.asp">www.accessola.com/ola/bins/index.asp</a>   |
| <b>OSLA</b>    | Ontario School Library Association<br><a href="http://www.osla.on.ca">www.osla.on.ca</a>  |
| <b>PEITLA</b>  | Prince Edward Island Teacher librarian Association <a href="http://www.edu.pe.ca/peitla/about.htm">www.edu.pe.ca/peitla/about.htm</a>                                 |
| <b>QASL</b>    | Quebec Association of School Librarians   |
| <b>QLA</b>     | Quebec Library Association <a href="http://www.abqla.qc.ca/">www.abqla.qc.ca/</a>   |
| <b>RCGW</b>    | Reading Council of Greater Winnipeg<br><a href="http://www.readingmanitoba.org/pdf_files/0708/RCGWAbout.pdf">www.readingmanitoba.org/pdf_files/0708/RCGWAbout.pdf</a> |
| <b>SAG</b>     | Special Area Groups   |
| <b>SLA</b>     | Saskatchewan Library Association<br><a href="http://www.lib.sk.ca/sla/">www.lib.sk.ca/sla/</a>  |
| <b>SLAM</b>    | School Library Administrators of Manitoba   |
| <b>SLIC</b>    | School Libraries in Canada<br><a href="http://www.clatoolbox.ca/casl/slic/">www.clatoolbox.ca/casl/slic/</a>  |
| <b>SLiP</b>    | School Libraries Information Portal (of National Library)<br><a href="http://www.cla.ca/slip/advocacy.htm">www.cla.ca/slip/advocacy.htm</a>                           |
| <b>SLJ</b>     | School Library Journal (US)<br><a href="http://www.schoollibraryjournal.com/">www.schoollibraryjournal.com/</a>   |
| <b>SSLA</b>    | Saskatchewan School Library Association<br><a href="http://www.ssla.ca/">www.ssla.ca/</a>   |
| <b>WCLR</b>    | Winnipeg Children's Literature Roundtable<br><a href="http://home.merlin.mb.ca/~wclr/index.html">home.merlin.mb.ca/~wclr/index.html</a>                               |

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial statements. This includes not only sales and purchases but also expenses and income. The document also highlights the need for regular reconciliation of bank statements and the company's records to identify any discrepancies early on.

In addition, the document provides a detailed breakdown of the accounting cycle, which consists of eight steps: identifying the accounting cycle, journalizing, posting, determining debits and credits, preparing a trial balance, adjusting entries, preparing financial statements, and closing the books. Each step is explained in detail, with examples provided to illustrate the process. The document also includes a section on the preparation of financial statements, such as the income statement, balance sheet, and cash flow statement, and discusses the importance of these statements in providing a clear picture of the company's financial health.

Finally, the document concludes with a section on the importance of internal controls and the role of the accounting department in ensuring the accuracy and reliability of the company's financial information. It stresses that strong internal controls are essential for preventing fraud and errors, and for ensuring that the company's financial records are always up-to-date and accurate.