

MSLA JOURNAL

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MANITOBA SCHOOL
LIBRARY ASSOCIATION

Canada Reads Kid Style	9
Resources on Louis Riel from DREF	6
Red River College Library and Information Technology Program	6
Developing a Multicultural School Library	13
ManACE and MSLA SAGE Preview	17
MSLA Awards: Call for Nominations	23



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Table of Contents

Regular Features



President's Report
By Vivianne Fogarty.....2

Editor's Message
By Lorie Battershill.....4

Book Talk: A Good Man
By Harriet Zaidman.....5

Features



Graphic Novel Recommendation: Americus.....4
By Lorie Battershill

Découvrons Louis Riel et le peuple Métis.....6
By Nicole Massé

Red River College Library and Information Technology Program.....6
By Gerald Brown

Canada Reads Kid Style.....9
By Jo-Anne Gibson

Chancellor Author Visits.....11
By Vivianne Fogerty

Developing a Multicultural School Library.....13
By Heather Eby

MSLA News



ManAce and MSLA SAGE Preview.....17
By Jeff Anderson

DEAR Report.....18
By Jo-Anne Gibson and Gerald Brown

MYRCA Nomination 2012.....20

IASL Conference Report.....21
By Gerald Brown

MSLA Awards: Call for Nominations.....23

MSLA Auditor's Report.....26

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President's Report

By Vivianne Fogarty

HAPPY NEW YEAR TO EVERYONE AND I WISH you all a healthy and balanced 2012! I would like to take this opportunity to thank all the members of our MSLA executive and our liaison officers that contribute a lot of their precious time to support school libraries, and ultimately our students' education. How can you help or contribute? Consider donating your time and expertise to MSLA, either on the executive or one of our standing committees. New people give others a well deserved rest and new people means new ideas and renewed energy. Our AGM will be held on May 7, 2012, so it's not too early to start thinking about contributing your talents to MSLA or nominating someone for one of our awards. Please see our website for more information about executive roles and awards. www.manitoba.schoollibraries.com.

As usual, the MSLA has been busy on a number of fronts. After passing our budget in December, we have decided to continue supporting three very worthwhile organizations. Donations were made to the WCLR - Winnipeg Children's Literature Roundtable, MYRCA - Manitoba Young Readers' Choice Award and CM Magazine—Canadian Review of Materials. We have also been fortunate to receive an operating grant once again from the Manitoba Government, Department of Culture, Heritage and Tourism, which we truly appreciate. Our MSLA Archives project (binding journals and creating an index) compiled by Gerald Brown has received some very positive feedback from Karen Adams at the University of Manitoba Libraries. She highlighted how these resources will provide the history of school librarianship in Manitoba and will serve researchers well in this field also. Looking into the future, MSLA is becoming increasingly

digital. Our banking procedures are becoming more electronic while still maintaining accountability and transparency. Our website is also becoming easier to manage as we go to a web-based Point & Edit system for editing and maintenance therefore eliminating the need for software.

On the education forefront, our LIT (Literacy, Information and Technology) Forum this year will feature a social evening with Dr. Jennifer Branch from the University of Alberta Teacher Librarianship through Distance Learning program. Dr. Branch will be presenting at a conference the following day to four urban divisions in Winnipeg. In February, our president-elect, Joyce Riddell and I will be attending the OLA (Ontario Library Association) Super Conference in Toronto. Featured speakers include innovation expert Tom Wujec, librarian Nancy Pearl and author Guy Gavriel Kay, The Book of Awesome author Neil Pasricha, CBC Spark's Nora Young and last but not least everyone's boyfriend—George Stroumboulopoulos. We hope to come back with some inspiring ideas from this conference whose theme is Innovation—Imagine, Innovate and Impact. Speaking of impact, our 2012 SAGE chair Jeff Anderson has also been busy planning next year's conference with Andy McKiel. Next year we will be collaborating with ManAce (Manitoba Association of Computing Educators) as we welcome our keynote speaker David Warlick. The Manitoba Library Association will also be hosting a conference in May 2012 that our past president, Jo-Anne Gibson has been working on. Their conference keynote speaker will be copyright legal expert, Dr. Michael Geist, a law professor specializing in Internet and E-commerce law. Other library related sessions will also be presented.

Our advocacy goals this year are to make concrete connections with some key groups. The past, future and present presidents will be meeting with the Winnipeg Public Library to see how we can collaborate more and support each other's initiatives. We look forward to meeting up with Karin Borland and Kathleen Williams—Youth services and Community Outreach Coordinators. The other group we hope to meet with is the DSFM, Division Scolaire Franco-Manitobaine, Manitoba's French school division to see how we may collaborate or support school libraries in their division. Our EIS (Educational Information System) data request about Manitoba's school libraries teaching staff and their credentials is nearing completion. We will be sharing these results with you in our next issue. The Manitoba Education Frame Report (www.edu.gov.mb.ca/k12/finance/frame_report/2010-11_frame_budget.pdf) also provides some interesting information regarding expenditures amongst the various divisions. If you look at Function 600 which includes libraries, there is quite a discrepancy in terms of money spent per pupil in different divisions. We hope to share all of this information with our members and especially the general public. Like Dianne Oberg says, it's no use sharing this information only with the converted. This information will also be useful when meeting with provincial educational stakeholders, the CLA and when contacting our elected members of parliament.

On a national front, we have some good news from CLA. In our last issue, Jo-Anne Gibson wrote about the demise of CASL—the Canadian Association of School Libraries. Even though that group was disbanded, their recommendation to

set up a committee about school library issues has been approved. Linda Shantz-Keresztes will be chairing this committee. I have also been appointed to this committee, along with four other people for the next two years. Our terms of reference are as follows:

- To inform and support CLA responses to media coverage of school library issues.
- To educate the Canadian public about the role of school libraries and their professional staffing.
- To contribute to the continuous development of standards for school libraries and professional roles.

Source: www.cla.ca/source/members/committeelist.cfm?committee=SLAC&Section=Committees

I am hoping that the CLA can also be instrumental in advocating for educational human rights for our aboriginal citizens, especially on reserves. Recently I attended the preview screening of *Indigenous in the City*, the first in the series called *8th Fire* by CBC. This documentary is hoping to enlighten all of us—aboriginal or not about the positive contributions our First Nations people have made and continue to make in Canada. Together we need to all learn more about Canada's aboriginal injustices and we need to work together to shatter the stereotypes and move forward. This film was a very educational and moving documentary that all Canadians should watch. This series will hopefully help us all become more informed, empathetic and proactive. As I explored the website, I discovered many passionate individuals who believe in change. I was particularly moved by Shannen Koostachin, a young teenage Cree from Attawapiskat, in northern Ontario. She believed that her community had the right to a proper school like other Canadian students, and not the portables built over fuel infested land that they had. Along with her friends, she used social media, wrote letters and petitioned and campaigned in person to the

federal government for a proper school. Unfortunately, she was killed in a car accident at 15 years old. Her family and friends, and local MP Charlie Angus have kept her dream alive through an initiative called *Shannen's Dream*—www.fncfcs.com/shannensdream/about-shannen. On the *8th Fire* website, under her profile, she states:

"It's hard to feel pride when our classrooms are cold, when mice run over our lunches," she said.

"It's hard to feel you can have the chance to grow up to be somebody important when you don't have proper resources, like a library."

Source: www.cbc.ca/doczone/8thfire/2011/11/shannen-koostachin.html

Not only do we need to keep advocating for equitable school library resources and programming across our provincially funded school divisions, I think we need to also advocate on behalf of our First Nations, Inuit and Métis citizens that they receive comparable resources and services from the federal government.

In the United Nations' Human Development Index that rates per capita income, education levels and life expectancy, Canada rated 8th in the world in 2010. In this documentary trailer called *Canada: Apartheid Nation* (www.fncfcs.com/have-a-heart/gallery?quicktabs_4=1#quicktabs-4) it shows how Canada's First Nations would rank 68th in this index. We are living and witnessing a 3rd world nation in Canada. As information specialists and sharers of information, we need to help eradicate this. If we are not part of the solution, we are also part of the problem. I encourage everyone out there to use their education, skills, networks, technology and expertise to take action.

This year, the Me to We Day took place in Winnipeg with some amazing guests—

Hannah Taylor, Marc and Craig Kielburger, Al Gore, Rick Hansen, Mia Farrow and Spencer West amongst others. For me the highlight was the presentation made by our past Prime Minister Paul Martin who is advocating for a fair and just education for our aboriginal citizens, and to keep these students in school. Visit his Martin Aboriginal Initiative to learn more or to get involved—<http://mai-iam.ca>.

At the *8th Fire* documentary screening, I heard participants say that consciousness without action is useless, yet both are necessary. Raise your consciousness, raise your students' and fellow educators' consciousness and then together, take some action!

Looking for ideas and ways to contribute? Check out the First Nations Child & Family Caring Society of Canada—7 Ways to Contribute.

www.fncfcs.com/what-you-can-do. 



Editor's Message

By Lorie Battershill

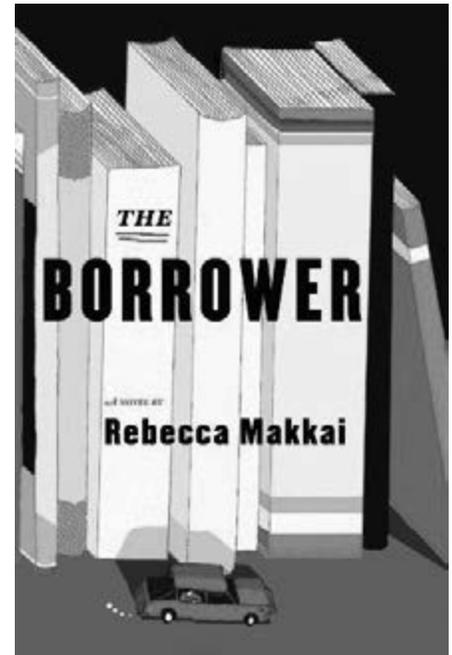
I HOPE THAT THE HOLIDAYS PAST AND THE cold nights of winter have offered you some welcome time to indulge in our favourite pastime, reading. One book that's been on my "to read" pile for a while, proved to be this winter's treasure.

I'm a sucker for a library book. By this I don't mean a book checked out of a library but rather a book about libraries. I have a collection of library-themed children's books that includes many favourites like *The Library Dragon* and *Aunt Chip and the Great Triple Creek Dam Affair*. Seeing a library presented as a warm, inviting place for children is always a thrill.

Adult books with library themes, however, are not usually as positive. Often the librarian is portrayed in negative stereotypes. But one recently published novel, appropriately titled *The Borrower*, turned out to be a pleasant surprise. The main character, Lucy Hull, is a children's librarian who takes her commitment to readers'

rights maybe a step too far. She kidnaps, or perhaps is kidnapped by, a 10-year-old library patron whose mother strictly limits his reading selections. Their cross-country journey is an adventure that expands the storyline of both of their lives. The novel makes a terrific read for anyone who shares Lucy's passions.

The language of *The Borrower* is rich with images that could come only from someone who has "been there, done that". In the epilogue, Lucy reflects on the story told. "How do I catalogue it all? What sticker do I put on the spine? Ian once suggested that in addition to the mystery stickers and animal ones, there should be special stickers for books with happy endings, books with sad endings, books that will trick you into reading the next in the series. 'There should be one with big tears-drops,' he said, 'like for the side of *Where the Red Fern Grows*. Because otherwise it isn't fair. Like maybe you're accidentally



reading it in public, and then everyone will make fun of you for crying.' But what warning could I affix to the marvelous and perplexing tale of Ian Drake?"

The Borrower by Rebecca Makkai, is a welcome addition to the ever-evolving image of what it means to do the job that we do. It highlights the important role we play by facilitating the meeting of young minds and important ideas. 📖

Americus

Graphic Novel With a Librarian's Heart

A book recommendation by Lorie Battershill

"Life in the small town of Americus isn't easy for a bookworm like Neil Barton. It only gets harder when his best friend is sent to military school, forcing Neil to face his freshman year of high school alone. And to make matters worse, local activists are trying to get the town library to ban his favorite fantasy series: *The Adventures of Apathea Revenschilde*. For the first time in his life, Neil is going to have to stand up

and take action. And it just might be the best thing that ever happened to him."

Now there's a storyline to make a teacher librarian's heart sing. This new graphic novel by MK Reed deals with a scenario that many of us have dealt with during our careers. And best of all, the librarian gets the lead in the romantic storyline. How could you resist? 📖



Americus
Written by MK Reed
Illustrated by Jonathan Hill
Published by First Second
ISBN 978-1-59643-601-5

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A Good Man by Guy Vanderhaeghe

I've written about Guy Vanderhaeghe previously in this column. I think he's one of the best writers in the English language—a master of the craft who tells powerful, important stories.

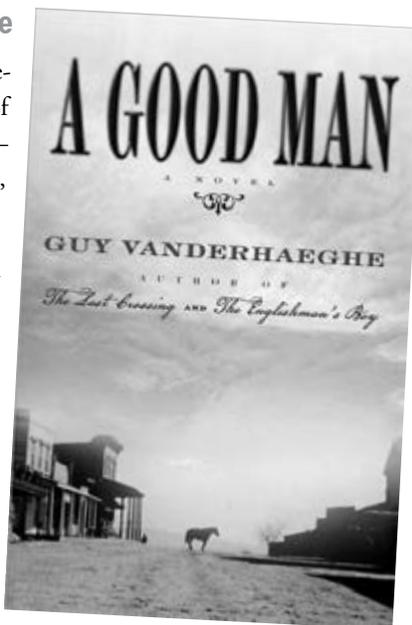
His latest book, *A Good Man*, has been a long time coming, but it was well-worth waiting for. He released *The Last Crossing* in 2002, the second in an epic trilogy (the first was *The Englishman's Boy*) dealing with the end of the Wild West, which was really the final stages in the theft of the land from the First Nations and the crushing of any resistance or rebellion by the tribes.

In this final instalment, Vanderhaeghe calls upon all the well-known historical figures from the late 1870s and early 1880s that were involved in the settling of the prairies and the defeat of the Sioux warriors. These include Major James Walsh of the North West Mounted Police—a man whose career was ended because he was sympathetic to the plight and misery of the starving Indians, Sitting Bull, the capable and charismatic chief whom younger Sioux warriors viewed as their spiritual leader against the onslaught of the whites, and 'Indian fighter' General Miles—the American cavalryman whose mission was to wipe out any opposition to the policy of Manifest Destiny.

The unifying character in the story is Wesley Case, who resigned his commission with the Mounties to become a farmer. Case, a fugitive from Eastern money and its stifling, corrupt society uses his high-born skills to act as an intermediary across the border between the Canadian and American fort commanders, Walsh and Ilges. He provides intelligence about the movements of the Sioux and the threat from Fenian raiders.

A complex web of subplots are unravelled, revealing histories that followed the characters west and impact on their efforts to remake their lives. Hope appears in the form of the sensible widow, Ada Tarr, with whom Case is besotted. Michael Dunne, also focussed on Ada, is dangerous and insane, and threatens their happiness.

Vanderhaeghe's writing makes history come alive. Every sentence bears examination. Here's a vivid picture of the growing Fort Benton, Montana:



...Front Street has been easing its way towards respectability. Ideas of law and order might be notional and shaky, but Benton is tipping into the future, in what town boosters call progress... Enterprise has polished its shoes, put on a frock coat and set up shop in town.

He also understands the kind of people who populated the area. Here's an unhappy, but likely accurate description of farmers whose crops had failed:

According to their temperaments they take to the bottle, to gloomy silence, or to backhanding the missus.

Through it all is the unhappy story of how the buffalo herds disappeared and the native tribes were pushed, bullied, tricked and starved into submission, resulting in many deaths. Sitting Bull is presented as a good man who tries to accommodate himself to the demands of the victors, but they are never satisfied. Case witnesses the humiliation of someone revered as a god, and the crushing of another good man, General Walsh, whose humane treatment of the Indians was considered an embarrassment and a violation of his oath to the Crown.

We are still feeling the results of the 'opening' of the west. The consequences of are only being acknowledged now—from land stolen from the First Nations and the subsequent crimes of the colonial conquerors—reserves, residential schools and abject racism. Vanderhaeghe casts an unflattering light on what had once been wrongly presented as a glorious history.

All of Vanderhaeghe books are brilliant, but if you don't have time to go through his entire oeuvre, dip into any of these three connected but separate books. Vanderhaeghe also wrote the script for an excellent CBC production of *The Englishman's Boy* in 2008, with Nicholas Campbell and R.H. Thompson. It's well-worth watching. You'll be saddened and moved, and wanting more.

Let's just hope it's not another nine years until we get it. 🐾



By Harriet Zaidman

Découvrons Louis Riel et le peuple Métis

Nicole Massé, La DREF, Fidèle partenaire en éducation

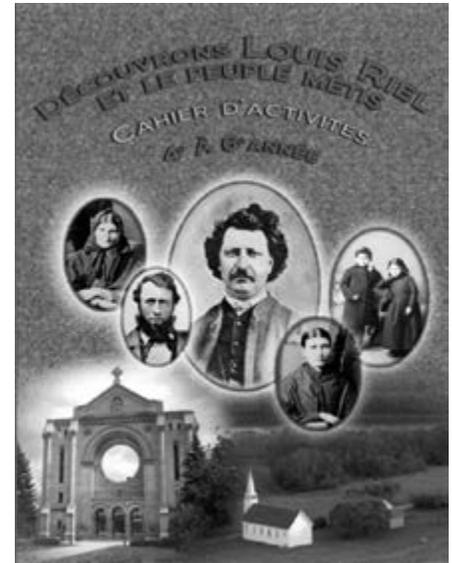
EN DÉBUT DE SEPTEMBRE, IL Y A QUELQUES années, ma directrice nous annonçait qu'à l'avenir chaque enseignant devrait planifier et organiser un projet sur l'un des peuples autochtones. Inutile de vous dire que l'enthousiasme n'était pas au rendez-vous. Car nous savions trop bien que les ressources disponibles pour la jeune enfance et l'élémentaire étaient rares, voire inexistantes. La préparation allait être difficile et, étant donné la nature sensible du sujet, nous avions tous un peu peur de nous mettre les pieds dans les plats.

Heureusement, il y a la DREF!

Voyant l'intérêt suscité pour l'histoire des Premières Nations, des Métis et des Inuits au Canada, la DREF a entrepris la préparation de matériel didactique. Pour accomplir ce travail, elle a fait appel aux services de la conseillère pédagogique en sciences humaines de la province. Puis une enseignante chevronnée s'est jointe à l'équipe afin d'élaborer des guides pédagogiques et

des activités liées aux programmes d'études. Par la suite, ces personnes ont consulté le Musée de Saint-Boniface, pour obtenir des photos d'artéfacts ayant appartenu à Louis-Riel et la Société historique de Saint-Boniface, pour leurs archives et surtout pour s'assurer de l'exactitude historique du tout.

Le fruit de leur travail est maintenant sur les rayons de la DREF. Il s'agit de deux trousse, l'une pour les petits, Découvrons Louis Riel et le peuple métis, maternelle à 3e année et l'autre pour les moins petits, Découvrons Louis Riel et le peuple métis, 4e à 6e année. Chacune de ces trousse traite de Louis Riel, l'homme, de sa vie politique et personnelle, des événements importants de sa vie, de la culture métisse et de l'apport de la communauté métisse au Manitoba ainsi que des Métis aujourd'hui. De plus, ces trousse recèlent également de petits trésors : photos d'artéfacts et d'autres sources primaires, disques compacts, jeux et, bien entendu, des livres.



Finies les longues heures de préparation et de recherche à la maison. La DREF a fait le travail pour vous. N'attendez pas le mois de février pour les emprunter, car les activités proposées touchent de nombreux résultats d'apprentissage liés aux sciences humaines et aux études autochtones. Appelez-nous au 945-8594 pour l'obtenir ou réservez votre trousse en ligne au www.dref.mb.ca. 

Congratulations to MALT on its 40th anniversary in 2011

Anticipation for RRCC / RRC LITTE forthcoming 50th anniversary in 2013

Manitoba Institute of Technology / Red River Community College / Red River College
Library & Information Technology Training Education Programs

THE LIBRARY TECHNICIAN CERTIFICATE (ONE year) program was first offered at the Manitoba Institute of Technology under the instructional leadership of Gertrude Perrin in 1963 at the Notre Dame Avenue

campus. This MIT had previously operated as the Industrial Vocational Education Centre from the early 1930s. The Manitoba Library Technician program was the first program of its kind offered in Canada.

It was offered on the Notre Dame Campus. Its objective was provide a cadre of trained library workers as support staff in large libraries, and also to work in small libraries across the province. Leaders in the

province at the time appreciated that it was difficult for individual libraries to consistently train workers to meet their clerical and technical needs. Administration at MIT was encouraged by library leaders to initiate this program as an alternative career ladder. Little did we know that there would be over 800 graduates from the program at this time, and that they are spread all across Canada and internationally mostly for spouses of Military personnel.

The Manitoba Association of Library Technicians was founded in 1971, partly as a result of a workshop sponsored by Manitoba School Library Association, to facilitate a reunion of graduates of the program to that date. Approximately 80 people attended the workshop. Guest presenters were John Marshall from University of Toronto Library School and Dan Sudar from Lakehead University (where a program had evolved). The Co-chairs for MALT for 1971-72 were Pauline Kulbaba, Zoya Bilozar and Allison Andruchuk. The first Newsletter is dated February 1977. The MALT website was begun December 1997, with the MALT Message Board starting in 2003. Constitution revisions have occurred 1979, 1983, 1990, 1994, 2000. There have been a number of Awards offered within the program.

The college name was changed to Red River Community College in December 1969, and in October 1998 to Red River College of Applied Arts, Science & Technology. The first evidence of a Program Advisory Committee is found in the Guidelines dated February 1971. This Committee always had representation from MSLAVA / MSLA and the broader library community.

Distance Education Certificate programs in Library Training were offered for rural and northern sites from 1988, with an objective to provide a certificate option for people who could not travel to Winnipeg for training. These initial training modules were adapted from the Southern Alberta

Institute of Technology's Rural Library Training Project.

Early graduates from the certificate program advocated for the RRCC program to evolve into a two year diploma to match programs that had developed in other provinces. Transitions to early versions of the diploma program began as early as 1975 using Distance Education and Continuing Education programs. Both certificate and diploma courses are now offered in this way.

Under the leadership of Dennis Pankiw, in 1996 The College commissioned Gerald Brown to undertake a review of programs across Canada, and to do a Labour Market Study for the potential employability for graduates from a two year Library Technician & Information Technology Training Education program. Based on this Report, and on the advice of the Advisory Committee, the change to the two-year diploma program commenced in September, 1993. Instructors in the program were Paula Noyes and Jo Ann Brewster.

The Library and Information Technology Training Education Program was moved to the Princess Street Campus in the fall of 2003.

Deans who were instrumental in guiding this program at the College have been Richard Sabourin, Dave Williamson, Dennis Pankiw, Graham Thompson, and Larry Partap. Their leadership is greatly appreciated.

The following list of educators and leaders is prepared to recognize their contribution to librarianship in Manitoba. Their work has been significant and valued. Thank you for providing the leadership and support to our citizens. Heartiest congratulations to MALT on celebrating its 40th anniversary, and to all Alumni of LITTE programs on the forthcoming 50th anniversary in 2013.

Prepared by Gerald R. Brown, MSLA Archives

RED RIVER COMMUNITY COLLEGE / RED RIVER COLLEGE Of Applied Arts, Science and Technology

LITTE PROGRAM

Program Organizers, Instructors, Co-ordinators, Managers

Gertrude Perrin, 1962–69
Michael R. Angel, 1969–73
Jane Davidson, 1973–74
Judi Dowdall, 1974–78
Linda Coupal, 1977–78
Nancy Brydges, 1978–81
Paul Nielson, 1978–81
Ganga Dakshinamurta, 1981–85
Margaret Ann Fowler, 1981–89, (Deceased in Clareville, Nfld, March 1992)
Bonita Cobb, 1987–88
Diana M. Guinn, August 1989–90
Tamara Opar, August 1989–90
Jo Anne Brewster, 1990–2007
Paula Noyes, 1990–
Patricia Routledge, 1993–2005
Sherri Volkey, 2007–10
Brian Rountree, 2005–
Tabitha Ann Nordby, 2010–

RRCC/ RRC LITTE Distance Education / Continuing Education Program under Director Ron Knudsen

Jean Swift, first Co-ordinator
Gail Mireau, Program Manager, Jan 1994
to date

Part time Staff in the DE / CE program

Donald Benham
Rita Braun
Marianne Cerilli
Bonita Cobb
Tanis Gottschalk
Tammy Hardie
Howard Engel
Yolanda Hogeveen
Janet M. Johnson
Sheila Johnston
Georgina Karklin
Barbara Kelly
Isla Kramble



Diane Kristianson
 May Jane MacLennan
 Linda Pleskach
 Kurt Proctor
 Marianne Reid
 Brian Rountree
 Pat Routledge
 Marie Speare
 Donna Strike
 Brian Watson

**RRCC LITTE Certificate & Diploma Program
 Part-Time Instructors / Session Lecturers**

Alan Balkwill
 Debbie Benson
 Jim Blanchard
 Laurie Scott Blanchard
 Sue Blankenberg
 Gerald Brown
 Elizabeth Buckland
 Bonita Cobb
 Ganga Dakshinamurta 1981-85
 Linwood Delong
 Chris Dewar
 Marcia Ducharme
 Randall Dyck
 R. Fabro
 John W. Giesbrecht
 Barbara Greenaius
 Trina Grover
 Tammy Hardie
 Yolande Hogeveen
 Judy Inglis
 Janet M. Johnson
 Cathy Keyzer
 Philip Knight
 Eric Marshall
 Amina Mustapha
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 Chris Petty
 Linda Pleshach
 Marianne Reid
 Patricia Routledge
 Ryan Schultz
 John R. Smith
 Donna Strike
 Richard Walker

**Manitoba Association of Library Technicians
 PRESIDENTS 1971–2011**

Co-Chairs: 1971–72: Pauline Kulbaba,
 Zoya Bilozar, Allison Andruchuk
 Co Presidents: 1972–73 John W. Gies-
 brecht & Harriet Kosky
 1973–75 John W. Giesbrecht
 1975–76 Iris Foulkes
 1976–78 Jean Carter
 1978–79 Barbara Chisholm
 1979–81 Joanne Thompson
 1981–82 Donna Evanchuk
 1982–83 Ruth Reedman
 1983–84 Dana Sabourin
 1984–85 Stephen Porrior
 1985–86 Indra Persad
 1986–87 Kent Gibbons
 1987–88 Penny Copeland
 1988–89 Joann Da Silva
 1989–90 Stephen Porrior
 1990–91 Diane Dwarka
 1991–92 Howard R. Engel
 1992–93 Darell Baizley
 1993–95 Mary Wolke
 1995–96 Kris Rytter
 1996–98 Diana Pollock
 1998–99 Pat Herbert
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Canada Reads Kid Style

Submitted by Jo-Anne Gibson, Teacher-Librarian, Acadia Junior High School; Past-President, MSLA

THIS PAST SPRING, AS I SAT LISTENING TO CBC Radio's annual literature competition between books chosen by well-known Canadian personalities called "Canada Reads," I thought, wouldn't it be cool to try a similar competition between our Manitoba Young Readers Choice Awards (MYRCA) books and my students? Always looking for ways to deliver innovative lessons in the library, I then thought, wouldn't it be even cooler if the students in the competition came from different schools and we used Skype as a vehicle to conduct the program? Well, my instincts proved right because both times I did this with two of my grade 8 classes, they loved it and boy, did it get them reading both before and after the battle!

I began planning what became known as the "Battle of the Books" or "the battle" for short, by contacting a teacher-librarian colleague of mine from Linden Meadows School, Heather Eby, to see if she would be interested. Since it was obviously the first

time was going to try something like this, I wanted to work with a teacher I knew well and was relatively close to home. Heather jumped at the chance to develop a "Canada Reads"-type of an experience for our students so we quickly set to work.

We began by deciding which students we wanted to have participate in the battle. Heather decided to work with her MYRCA club consisting of students from grades 5 to 8; I, on the other hand, decided to work with one our grade 8 ELA classes. Next we decided on which books from the MYRCA list each school would defend. We tried to give the students as much choice as possible so that they could defend their favorite books. Where there was an overlap in choices, we negotiated our way to an eventual list of five books each.

We then worked individually with our groups to prepare their defenses. We divided our students into smaller groups based

on the books they had read or wanted to defend. If a student hadn't read any of the chosen books, this was our opportunity to encourage them to read at least one of the books so that they could participate fully in the Skype experience. As a class, we discussed the many things they could write about including elements of fiction, good story writing techniques, the reputation of the authors and other books they had written. In their groups, the students then completed the sentence, "You should vote for this book because..." and then they went on to expand on their initial ideas. This took about two to three classes to complete. Based on our 30 to 40 minute Skype time frame, we decided to set a limit of approximately three minutes for each defense.

Before Skyping with our students, Heather and I tested the system ahead of time. We were both familiar with Skype and had used it in the library on previous occasions so setting it up wasn't difficult. Depending on your administrator rights, you may or may not have to ask for ICT help to install the free program on a computer in your library. I have Skype loaded onto my laptop but I use a cable plugged into a networked computer rather than use our wireless connection because it works much better. I have also purchased an external webcam to use when Skyping in the library although you could use the internal camera and microphone if your laptop is equipped with that. When purchasing a webcam, it's important to not buy the cheapest one on the market since the picture and sound quality are greatly diminished with less expensive webcams.

There was lots of excitement in the air when the predetermined day and time of the battle arrived. Heather and I both introduced our students and then reminded



them that the battle was not about one school beating the other but about the best defense of a book being chosen. We flipped a coin to decide who went first and then alternated our book arguments from school to school. After the defenses were complete, with the time remaining we alternated asking each other questions about the MYRCA books that we had prepared ahead of time. This was a lot of fun as each school tried to stump the other school about their knowledge of the books. At the end of the Skype session, we had the students login to a computer and then vote for their favorite book defense. I had created a poll using Poll Daddy before the Skype session began and linked it to the Acadia Library Commons website so it was easy for the students from both schools to find.

I was so pleased with the results of this Battle of the Books that I decided to try it again with another class and school, this time much further afield. Diana Maliszewski, a teacher-librarian from Scarborough, Ontario whom I had met through coursework at the University of Alberta and at Treasure Mountain Canada in Edmonton in 2010, agreed to try a similar “Canada Reads Kids Style” Skype session with us. The only changes we made were to have a “tribes” segment at the beginning which allowed our students to get to know



one another better. We had each chosen five things that we thought were unique to our schools and presented these via Skype. This created quite the discussion amongst the students once they found out how similar our two groups really were. Compared to the Skype session we did with Linden Meadows, it was easier for us in the second session to choose books because we were working from different lists—they chose books from their Red Maple Awards and we chose our from our Manitoba Young Readers Choice Awards.

This “Canada Reads Kids Style” experience was a great learning experience for our students on many levels. Students first had to read many of the books to find their favorites and then they had to create a written piece and present the merits of their chosen book to others. They also learned to collaborate in both a small and large group setting and “put their best foot forward” when presenting themselves to the other schools. After the Skype session, many students wanted to read some of the books that had been “defended” so well by other students. I choose to videotape the Skype session so the students could watch it afterward and I placed pictures of the sessions on my library wiki for all to see and enjoy. 📖

Ontario Students Only - Which book defended by Manitoba did you prefer?

- Laughing Wolf
- Bank Job
- Faery Rebels: Spell Hunter
- Return to Bone Tree Hill
- Not Suitable for Family Viewing

View Results
Share This
PollDaddy.com

Manitoba Students Only - Which book defended by Ontario did you prefer?

- Pop
- Bite of the Mango
- Not Suitable for Family Viewing
- Wounded
- Guardian Angel House

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Chancellor Author Visits

Inspiring our Students!

AUTHOR VISITS—ARE THEY A REGULAR part of your school library program? At our school we try to expose our students to a variety of authors. Over the last few years we have hosted authors such as Susan Nielsen (MYRCA), Larry Verstraete and Colleen Sydor (Winnipeg authors). This year, as part of Winnipeg's Thin Air (International Writer's Festival/Foyer des Ecrivains), we hosted author Nan Forler from Ontario for our Grade 2/3 multi-age students. Since literacy and global citizenship are two of our major school goals this year, Nan's book about bullying was a perfect fit. It's been a few months since Nan Forler was at our school and we continue to discuss her beautiful book in terms of text, illustrations and the strong message about bullying.

Last year, one of our Grade Four teachers also invited author Beate Epp from Saskatchewan to visit her class after reading her book *The Magical Horses*. The students were thrilled with her visit and she came by again this year to present to our students in the library.



Author Nan Forler presenting her book *Bird Child*



Students interact with Nan Forler as she highlights the roles of the bully, the bullied and the bystander.

Nan Forler

Author Nan Forler's first picture book *Bird Child* tells the story of a new girl in



Nan singing the song *Don't Laugh At Me*.

a school being picked on and bullied. All the students in the 2/3 multi-age classes were fortunate to hear Nan Forler talk about writing her book and where she got her ideas. The illustrator François Thisdale used photography, paint and digital techniques to illustrate the book. He lives in Quebec and the author and illustrator have never met even though they co-created this book.

Not only did Nan read her beautiful book to the students, she discussed the roles of the bully, the bullied and the bystander.



Nan Forler discussing the topic of bullying.

Through her book, students were able to identify various ways that students can help out in these situations. She also sang a song called *Don't Laugh At Me* written by Steve Seskin which has also been illustrated in a picture book.

**Written by Vivianne Fogarty
Chancellor Teacher Librarian**

Beate Epp

The grade four students at Chancellor School were treated to a wonderful surprise in June 2011 when a local Canadian children's author, Beate Epp visited their classroom. Beate Epp is the author of *The Magical Horses*, a delightful fictional story about a "mouse world", where characters in the "real world" are skillfully woven in and out of the text. Beate uses italics in her book to show the reader that they are in the "mouse" world and regular font to depict the "real world" story.



Beate Epp reading from her book *The Magical Horses*.

She is also an accomplished artist and illustrated her book. The grade four classes truly had a wonderful multi-faceted treat when Beate Epp visited. They found out that *The Magical Horses* is the first in a trilogy, that writers can also be artists and that

anything is possible when you share your imagination with others. We are anxiously awaiting Beate's second book!

**Written by Tracy Taylor
Chancellor Gr. 4 Teacher**

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Developing a Multicultural School Library Collection

Supporting and appreciating today's culturally diverse student populations

By Heather Eby

M"MOST CULTURALLY AWARE LIBRARY MEDIA specialists offer proof in the collection that they value diversity...and understand that the collection needs to represent the languages, cultures, and ethnic groups in the school community." (Dickinson, G., & Hinton-Johnson, K., 2005).

Does my collection reflect the multicultural community and population that have come to exist in my school over the past 10 years? Do I have 'proof' that I value the cultural diversity of my students? How can our school library collection begin to support and embrace our English as an Additional Language (EAL) learners? Am I building a multicultural collection for all my students? These questions and more have come to light for me over the past two years as I have settled into my role as the Teacher Librarian at a K-8 school in Winnipeg, MB. As a new Teacher Librarian, I want to ensure that I am making the EAL newcomers to our school feel welcome, supported, valued and above all to help them find the educational success they are striving to achieve at school. At the same time, I hope to create a multicultural school library collection that can benefit everyone with quality material and multimedia resources that celebrates the cultural diversity within our school.

According to the Manitoba Education department, our EAL student enrolment has risen from 3 365 in 1991 to 9 441 in 2008 (Manitoba Education, 2011). "Within the last three years, over 10 000 new EAL learners have entered Manitoba public schools...

[many] have come from over 150 different countries" (Turner, 2010, p.11). With statistics like this, it doesn't appear that the trend will be slowing down anytime soon. According to Turner (2010), Manitoba hopes to reach a goal of 20 000 new immigrants per year with approximately 40% being under the age of 20. "These changes require professional learning, planning and development of policies, practices and resources to effectively meet learners' needs" (Turner, 2010, p.11). School libraries and "culturally aware" teacher librarians have not only an opportunity to advocate for their importance in this new school reform but an obligation to design their collections with quality multicultural literature collections as well as including multilingual books and various other media and means of support.

The IFLA Multicultural Library Manifesto is an international document endorsed by UNESCO that clearly defines the role of the library in regards to services, actions and principles of a multicultural library.

"Libraries of all types should reflect, support and promote cultural and linguistic diversity at the international, national, and local levels, and thus work for cross-cultural dialogue and active citizenship. As libraries serve diverse interests and communities, they function as learning, cultural, and information centres. In addressing cultural and linguistic diversity, library services are driven by their commitment to the principles of fundamental freedoms and equity of access to information and knowledge for all, in the respect of cultural

identity and values." (IFLA, 2006)

Specific to library collections it states, "The multicultural library should develop culturally diverse and multilingual collections and services, including digital and multimedia resources" (IFLA, 2006). With a multicultural school library, students of all backgrounds will reap the benefits of a more culturally diverse collection.

Benefits of a Multicultural School Library Collection

Educators and researchers have discovered numerous advantages to exposing students to multicultural literature. Most significantly is the sense of belonging that EAL learners feel when they see themselves represented in the books they are reading. The ability to identify with the characters, setting and other ethnic or cultural aspects of the story allows students to feel accepted and acknowledged in their new school environment. "Students who feel welcome in their schools are more likely to succeed both socially and educationally than are students who feel unwanted and insignificant" (Agosto, 2007, p.6). By creating a collection that honours a variety of cultures and ethnic backgrounds sends a message to our newcomers that we respect their heritage and want to learn from them as well.

In another more direct way that impacts reading comprehension, research has proven that EAL students may have a more difficult time understanding a story that is not in their content schemata (or background knowledge) and it is because of



this lack of appropriate cultural knowledge that makes it more challenging for them to understand what it is they are reading (Carrell & Eisterhold, 1983). This idea stems from the schema theory, “According to schema theory, comprehending a text is an interactive process between the reader’s background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one’s own knowledge” (Carrel & Eisterhold, 1983, p.556). “When ELLs are taught to read using texts representing unfamiliar cultural events, images, and concepts, they are faced with the double task of trying to interpret unfamiliar English words while trying to comprehend unfamiliar cultural elements” (Agosto, 2007, p.6). By providing culturally relevant text in our school libraries we will be assisting our EAL students with making those necessary connections with their prior knowledge and schema as they begin their journey of learning to read alongside their English speaking peers. “Validating and celebrating students’ backgrounds and cultural experiences can often lead to reading engagement and increased reading proficiency” (Ebe, 2010, p. 19).

Along with supplying our EAL students with culturally appropriate literature to gain a sense of community within their school and a cultural engagement with their reading, a multicultural school library collection also addresses the issue of acceptance and understanding among the English speaking student majority within the school population. By exposing our students to quality multicultural literature through our school library collection, we can promote understanding and appreciation of individual differences to create a culturally tolerant and accepting school environment for all students (Agosto, 2001). The addition of these resources in our school library cannot just sit on the shelf but should be promoted regularly and integrated into English Language Arts programs across the grade levels to make a multicultural school environment a reality.

An added value in creating a more culturally rich collection within our school libraries that I had overlooked, is the “high literary and artistic quality” (Agosto, 2001, p.54) that define most multicultural literary works. As Agosto (2001) points out, “these materials deserve to be included in library collections based on their literary qualities alone” (p.54).

What is included in a Multicultural School Library Collection?

With the necessity for a multicultural collection within our school libraries clearly established, it goes without saying that it takes more than buying books about different countries and throwing fiction novels with cultural themes on your shelves to justify a quality multicultural school library collection. As we discuss the development of a multicultural school library collection, it’s important to remember that “multicultural can refer to groups identifiable by their ethnic, racial, linguistic, religious, gender, disability, political, geographic, age, or socioeconomic status” (Agosto, 2001b, p. 39). Keeping this in mind as well as reflecting on the needs of our growing EAL population, it’s clear that a multicultural school library needs to contain quite a diverse and balanced collection of various forms of resources. Although many of the needs of our EAL learners may require more specialized materials, with the budgetary constraints we are dealing with today, it is important that our collections can be utilized and appreciated by all our students (Muchisky, 2007). The following is a list of possible resources to consider when building a multicultural school library collection:

- A multicultural collection should contain **novels and picture books** that reflect the cultural backgrounds that exist within your school population. Picture books that depict the setting, faces and cultural traditions of our EAL students let them know they are recognized and valued in our school community.
- **Big books** add a special element to a

multicultural collection as they are able to be shared more easily with a large group and help to showcase reading patterns and writing conventions as EAL learners learn to read along with the rest of their peers.

- The significance of **non-fiction books** in the creation of a multicultural school library collection is undeniable. These concept informational books provide several important roles within the multicultural library collection. They can provide knowledge to all students on the countries, cultures, identities, religions, etc. of the global communities that exist in our schools as well as providing curricular learning outcomes for our EAL learners with excellent visuals and appropriate reading levels to deliver the required information. **Picture dictionaries** can’t be forgotten in this category as they are one of the most valued resources for the EAL learner as they match images to the printed English word (Naidoo, J.C., 2005).
- Another new trend in school library collections that is an added bonus for EAL students is the audiobook. **Audiobooks** are making their way into school library collections in all manners, through CD’s, cassettes and Playaways. The use of audiobooks alongside the printed word, help EAL students (and our struggling readers) to be independent in their acquisition of the English language and in their ability to read it.
- Along with audio is the visual component of learning, “**videos and DVDs** are also welcome additions to a library’s [multicultural] collection. These provide all-important context for language learning and engage the senses to enhance comprehension. Often closed caption features [are] a helpful feature for ELLs as they learn English” (Muchisky, 2007, p.29).
- Of particular interest to today’s youth and with the advent of so many **digital resources** on the internet, such websites as Tumblebooks (2000) and the

International Children's Digital Library (2002) make an inexpensive, engaging and welcome supplement to any school's multicultural school library collection.

- **Graphic novels** add another form of literature that allows our EAL students to use both the illustrations and the text together to help decode the meaning of the story and improve their reading skills. At the same time, this new trend in school library collections is inviting and fun for all our readers.
- Another addition that many collections already include is the section of **fairy tales, folk tales and legends**. "These traditional stories often cross cultural boundaries and depict universal themes...Some of the tales and their characters have achieved iconic status as cultural references" (Muchisky, 2007, p. 30). By including these in our collections, all students can appreciate the bedtime stories they have grown up with and make comparisons of such tales within different cultural settings. The rich multicultural experience of reading familiar tales in so many different milieus can make for an inclusive unit of study for all students.
- According to IFLA's multicultural library manifesto and more importantly, the latest in research regarding how EAL learners acquire a second language, school libraries should be including **multilingual and even first-language texts** for our school library patrons. Unfortunately, the addition of these materials comes with many challenges; cost, difficulty in locating materials, the ability to acquire enough for every language spoken in a school and unfortunately, the space to store these resources. With the introduction of such digital resources as the ICDL, hopefully more multilingual and first-language resources can be accessed through the computer and open up the walls of our library to include these valuable resources for our EAL students.

Not surprisingly, with so many forms of multicultural resources to select from, it becomes a daunting task to select the best ones to include in one's collection to meet our individual school's population needs.

Selecting Quality Multicultural Literature and Resources

As with all other forms of literature, developing a collection of high calibre multicultural resources requires following a set of criteria and scoping out various selection tools and reviews to find the material that best complements your individual school library's needs.

According to Agosto (2007), "High quality multicultural resources share five major characteristics: **accuracy, expertise, respect, purpose, and quality**. Together these five criteria form a framework for quality assessment" (p. 30). After reading her criteria, one can make the connection to the evaluative criteria we use when teaching our students about website evaluation. Many of these same principles seem to apply when searching for any quality material for our school library collections. What makes selecting quality multicultural literature a challenge for most teacher librarians (myself included) is the ability to accurately assess a piece of literature which portrays a world culture that is unfamiliar to them. By using the following criteria, we are able to make the best informed choices in our selections.

- **Accuracy** in multicultural literature is critical in order to avoid such things as stereotypes, misrepresented perspectives of historical information, non-English words being misspelled or not portraying the diversity among the ethnic group being featured.
- The best way to ensure accuracy is to verify the **expertise** behind the writing and illustrating of the literature. What are the qualifications of the author to be eligible to write on that particular culture or group of people? Similar to researching the credibility of a website's author,

one can search the author's biography on the internet, read their "About the Author" page or refer to the "Acknowledgements" page of the book. All these methods can lead to the author/illustrator's experience on the topic of the resource you are selecting to better analyze whether your material is accurate of the cultural background being portrayed.

- Another unique criterion to multicultural literature is the assessment of **respect**. Agosto (2007) identifies three key elements that should be respected in multicultural literature. Is the resource avoiding stereotypes in its portrayal of the character's speech, appearance or behaviour? Does the tone of the literature appear to be negative or condescending? Does the power distribution seem equal in how the minority characters are portrayed in comparison to the majority characters?
- The fourth criteria expressed by Agosto (2007) when selecting multicultural literature is **purpose**. In any piece of literature, readers want the story elements that are included in the piece, to enrich the storyline and their experience with the text. In multicultural literature, the cultural setting should add value and purpose to the storyline and provide a uniqueness that shows the reader that this story could only have been told in this particular cultural setting.
- The final principle for selecting specific multicultural literature to your school library collection is its **quality**. In referring to quality, Agosto (2007) points out that the resource should be able to "meet the general quality standards that apply to all other resources, such as well-developed plots, settings, and characters, for fiction; the distinctive use of composition, color and perspective, for illustrations; and currency and accuracy, for nonfiction resources" (p. 31).

Undeniably, the development and selection of quality multicultural literature for a school library collection is not an easy task or one that should be taken lightly. In a time



when budgetary restraints, shelving space and educational reform creates challenges in our school libraries, it is critical that the teacher librarian who is creating this collection is prudent and reflective in his/her choices, considering all the criteria to make quality decisions regarding the additions made to their multicultural collection.

Selection Tools for Multicultural Resources

With a criteria rubric for quality multicultural literature in hand, it is helpful to know where to begin searching and reviewing the resources you wish to include in your collection. Here is a bibliographic list of selection tools I have come across during my research that have been well-noted and documented as quality sources when making selections for a multicultural school library:

Agosto, D. (2006). *Awards for multicultural youth literature*. Retrieved from <http://www.pages.drexel.edu/~dea22/multaward.htm>

Cooperative Children's Book Center. (2007). *Global reading: Selected literature for children and teens set in other countries*. Retrieved from <http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=280>

Gorski, P. (1995). *Critical multicultural pavilion*. Retrieved from <http://www.edchange.org/multicultural/index.html>

Gregory, V.L., Karrenbrock Stauffer, M.H., & Keene, T.W. (1999). *Multicultural resources on the internet: The United States and Canada*. Englewood, Colorado: Libraries Unlimited.

Hayden, C.D. (Ed.). (1992). *Ventures into cultures: A resource book of multicultural materials and programs*. Chicago, Illinois: American Library Association.

Kurkjian, C., & Vardell, S.(Eds.). (2009). *Bookbird: A journal of international children's literature*. Retrieved from <http://www.ibby.org/index.php?id=1035>

Marantz, K.A., & Marantz, S.S. (Eds.). (2004). *Multicultural picture books: Art for illuminating our world*. Lanham, Maryland: Scarecrow Press.

McCaffery, L.H. (1998). *Building an ESL collection for young adults: A bibliography of recommended fiction and nonfiction for school and public libraries*. Westport, Connecticut: Greenwood.

Miller-Lachman, L.(Ed.). (1992). *Multicultural review*. Retrieved from <http://www.mcreview.com/>

Norton, D.E. (2005). *Multicultural children's literature: Through the eyes of many children*. Upper Saddle River, New Jersey: Prentice Hall.

Pilger, M. (2005). *Multicultural projects index: Things to make and do to celebrate festivals, cultures, and holidays around the world*. Medford, New Jersey: Libraries Unlimited.

Wood, I. (Ed.). (1999). *Culturally diverse videos, audios, and CD-ROMS for children and young adults*. New York, NY: Neal-Schuman.

York, S. (2005). *Ethnic book awards: A directory of multicultural literature for young readers*. Worthington, Ohio: Linworth Publishing.

Of course our popular selection tools for children's literature such as *School Library Journal*, *Quill and Quire*, *Booklist* and *Horn Book Magazine* still provide an excellent source for scoping out quality reviewed resources for a multicultural school library collection.

While investigating the various selection tools and internet resources, the plethora of supports and information available for librarians and educators on the topic of multicultural literature, curriculum and education appeared endless. The key for teacher librarians is to find the selection tool and resource that best suits your needs and continue to make the addition of multicultural material a yearly habit. By keeping our multicultural collection current,

we are ensuring that our collection is up to date, culturally relevant and engaging to our student population.

Conclusion

Without a doubt, teacher librarians have a responsibility to develop a school library collection that reflects the growing EAL student populations in our schools. With a high quality multicultural collection, we are sending the message to our culturally diverse school population that we celebrate uniqueness and wish to create a community of learners who feel welcome, supported and honoured by seeing their backgrounds represented in our school library collection. To that end, Agosto (2001) reminded me of the mission statement for my school library, "does it explicitly mention the importance of supporting cultural diversity?" (p.38). Reflecting on the mission statement I had created last year, I realized I had not made any reference to supporting or celebrating cultural differences. The statistics of our increasing EAL learners and the encompassing benefits in cultivating a school library collection that respects our global differences can't be ignored. Starting with the values and goals that drive our school libraries, our mission statements should include a vision for a school library that celebrates our diverse cultures and provides access of materials for all. Our own Canadian Library Association's statement on intellectual freedom reminds us that "It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity... To this end, libraries shall acquire and make available the widest variety of materials" (CLA, 2010). As teacher librarians who are required to provide the best possible resources and access to these resources, we have an obligation to invest in the time, effort and even our dwindling budgets to guarantee the rights of our new students are being upheld. Fortunately, equipped with the right knowledge and

tools, a multicultural school library collection can and must become a reality in all Canadian schools. A final step to consider is making that newly acquired multicultural school library collection come alive so we can ensure our EAL learners and our entire student population can truly thrive. Through programming, promotion, a personal attitude that embraces cultural differences and a strong multicultural collection, I can only hope to create a school library environment where my students have a deeper appreciation of human diversity and have allowed access of information for all our learners. 📖

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MSLA and ManAce Join forces to "Embrace the Edge"

By Jeff Anderson

MSLA & MANACE SAGE 2012 WILL EXCITE EDUCATORS from all walks of the educational landscape. The day will feature David Warlick, prominent education futurist who will speak as the keynote and also lead other spotlight speakers in an explosion of ideas that will turn traditional thought about technology and education on its ear.

An Unconference will begin the event. This night before event is modelled after a poetry slam; volunteer educators will square off, presenting their best ten minute rant on how to make a positive change in education using technology. Judges will rate these "out there" educators and a Queen or King of the Unconference will

be crowned, all in the name of fun and pushing the envelope.

There will be other unconventional conference activities as well. Students from the Tec Voc Radio and Television Broadcast Department will be filming and interviewing participants throughout the day and producing an "on the fly" newscast that participants can view as it's happening. Photography students and participants will be taking pictures and posting them on Flickr. Participants will relay real time information and commentary through Twitter, Facebook and blogs. Feedback will be the focus and session learning experiences can be shared in real time.



In addition, educators from all over Manitoba and beyond will be offering interesting sessions on media literacy, hands on approaches in the harnessing of new technology for student learning, and panel discussions on the future implications of technological advancements. It will be an exciting and thought provoking day. Stay tuned for more information on a call for participation by visiting the MSLA website: www.manitobaschoollibraries.com. 📖



International/National/Provincial School Library Day and the Drop Everything And Read Challenge

Gerald Brown, Honorary Ambassador, International Association of School Librarianship
Jo-Anne Gibson, Past President, Manitoba School Library Association

SCHOOLS ACROSS MANITOBA CELEBRATED International, National, and Provincial School Library Day on Monday, October 24, 2011 by taking the Manitoba School Library Association's Drop Everything and Read (D.E.A.R.) Challenge. Students and staff members from 114 Manitoba schools, including four Independent and four First Nations Educational Authority schools picked up their favorite books or magazines and enjoyed reading for twenty minutes at 11:00 a.m. on this day. In all, 34,236 students and staff members from 27 school divisions from across Manitoba participated.

The Manitoba School Library Association wishes to thank the Government of Manitoba and the Minister of Education, Nancy Allen, for their support of the Manitoba D.E.A.R. Challenge and for proclaiming October, 24, 2011 as Provincial School Library Day. Manitoba is one of only a few provinces that is willing to make an official government statement regarding the importance of school libraries in the educational, social and cultural lives of its students.

This was the first year that there was a push to unite schools from across Canada in a national D.E.A.R. event. Unfortunately

we have a ways to go in this endeavor since only B.C. and New Brunswick reported having any schools participate in the 2011 D.E.A.R. Challenge.

Thanks to all the schools in Manitoba that participated this year and took the time to celebrate reading and school libraries. The Manitoba School Library Association hopes that even more schools and students will take the challenge next year as we move into the third year for this event. Watch for the challenge information and proclamation that is sent out by Manitoba Education in late September every year. 

Participating Schools in Manitoba

School Div.	School
Border Land	Pineland Colony
Brandon	Green Acres
	Riverview
Flin Flon	McIsaac School
Frontier	Gypsumville
	Mel Johnson
	Oscar Blackburn
	Waterhen
Garden Valley	Hochfeld
	Southwood
Hanover	Steinbach Jr. High
Interlake	Rock Lake
	Tuelon
	Warren Elementary
	Woodlands

Kelsey	Kelsey Community School
	Opasquia
Lord Selkirk	East Selkirk
	Mapleton School
Louis Riel	Glenwood
	Hastings
	H.S. Paul
	Nordale
	St. George
	Victor Mager
Mountain View	Lt. Col. Barker V.C.
Mystery Lake	Deerwood
	Juniper
	Westwood
Park West	Binscarth
	Kenton
	Rosburn
	Waywayseecappo School

Pembina Trails	Acadia
	Bairdmore
	Beaumont
	Beaverlodge
	Bonnycastle
	Cairn's Daycare
	Chancellor
	Chapman
	Crane
	Dalhousie
	Fort Richmond
	Linden Meadows
	Oakenwald
	Oak Park
	Pacific Junction
	Ralph Maybank
	River West Park
Van Wallegghem	
Westdate	
Westgrove	
Whyte Ridge	
Pine Creek	Forest Home Colony
Portage	Woodland Colony
Prairie Rose	Carman Elementary
	Elm Creek
Prairie Spirit	Sandy Bank
	Shady Lane
	Treherne
River East Transcona	Arthur Day
	Bernie Wolfe Community
	Bird's Hill
	Donwood
	Dr. Hamilton
	Emerson
	John Henderson
	John Pritchard
	John W. Gunn
	Joseph Teres
	Margaret-Underhill
	Springfield Heights
	Sun Valley
	Wayoata
	Westview

Rolling River	Minnedosa Collegiate
	Oak River
	Onanole
	Rapid City
	Rivers
	Tanner's Crossing
Seine River	LaSalle
	Park La Salle
	St. Norbert Immersion
Seven Oaks	Forest Park
	Victory
Southwest Horizon	Hartney
	Melita
St. James	Ecole Bannatyne
	Golden Gate
	Westwood
Sunrise	Centennial School
Winnipeg	Adolescent Parent Centre
	Fort Rouge
	Inkster
	Isaac Brock
	Kelvin
	Mulvey
	River Heights
	Sargent Park
	Sister McNamara
	Wellington
	Winnipeg Adult Education Centre
Independent	Sterling North
	Al-Hijra Islamic School
	Calvin Christian
	St. John's-Ravenscourt Jr. School
Opaskwayak Ed. Authority	Joe A. Ross
Shamattwawa First Nation	Abraham Beardy Memorial
Nisichawayasihk Ed. Authority	Otetiskiwinn Kiskenwaphamawekamik
DSFM	École Jours de Plaine
	Tache



Award Nominees 2012

Read & Vote for your favourite Canadian book!
www.myrc.ca



The Adventures of Jack Lime



The Archaeolojesters



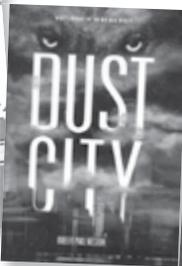
Arctic Thunder



Come Fall



Dear George Clooney:
Please Marry My Mom



Dust City



The Emperor's Code



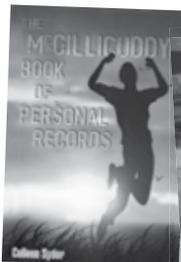
Grease Town



Half Brother



Lure



The McGillicuddy Book
of Personal Records



The Present Tense
of Priny Murphy



Queen of Hearts



Stolen Child



A Terrible Roar of Water

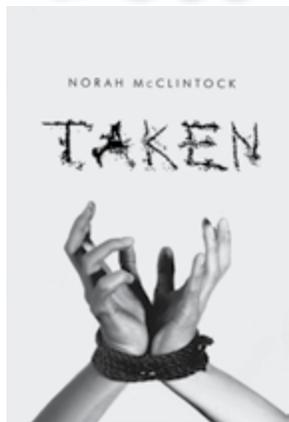


Tumbleweed Skies

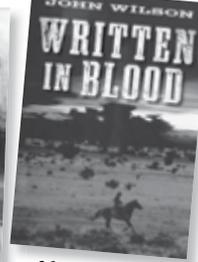
Award Winner 2011



Honour Books



Wayfarer



Written in Blood

PREVIOUS WINNERS

2010 WORD NERD by Susin Nielsen 2009 DEAR JO by Christina Kibourne 2008 WE ALL FALL DOWN by Eric Walters 2007 THE CRAZY MAN by Pamela Porter 2006 NO ONE MUST KNOW by Eva Wiseman 2005 WAITING FOR SARAH by Bruce McBay & James Heneghan 2004 FIREWING by Kenneth Oppel 2003 IF I JUST HAD TWO WINGS by Virginia Frances Schwartz 2002 THE BREADWINNER by Deborah Ellis 2001 SUNWING by Kenneth Oppel 2000 SILVERWING by Kenneth Oppel 1999 AWAKE AND DREAMING by Kit Pearson 1998 MYSTERY AT LAKE PLACID by Roy MacGregor 1997 BRINGING UP BEAUTY by Sylvia McNicoll 1996 DANIEL'S STORY by Carol Matas 1995 THE MYSTERY OF THE MISSING WILL by Jeni Mayer 1994 LOOKING AT THE MOON by Kit Pearson 1993 CAN YOU TEACH ME TO PICK MY NOSE? by Martyn Godfrey 1992 FIVE DAYS OF THE GHOST by William Bell 1991 THE ZUCHINI WARRIORS by Gordon Korman

design: angela repp

School Libraries: Empowering The 21st Century Learner

IASL Jamaica 2011

Submitted by Gerald Brown & Edith Doyle

THE LURE OF THE CARIBBEAN IN MID-SUMMER is not for everyone, except of course those totally committed to the advancement of school librarianship around the world. In fact, about 250 delegates from 26 countries attended from August 7-11, 2011 at University of West Indies Mona Campus, Kingston, Jamaica.

This was the 40th anniversary conference of the founding of IASL in Kingston, and it incorporated the 15th International Research Forum on School Librarianship. Plenary and keynote speakers, panels, workshops, papers and poster sessions were all enriched by lots of networking and chatter. Food and entertainment in the Jamaican style were always good.

Prior to the conference, a joint workshop of IASL and the Schools Section of IFLA drew about 25 delegates, and focused on "Best Practices for e-Learning". Papers were shared from Sweden, Canada, US, & UK. A panel featured staff from local schools, whose views precipitated enthusiastic discussion.

The Commonwealth Library Association (COMLA), IASL, and the Library and Information Association of Jamaica (LIAJA) also hosted a workshop on "Harnessing Advocacy Skills in the Age of Web 2.0 Technologies." Aspects dealt with (1) Forming Strategic Alliances (Gerald Brown); (2) Using Web 2.0 Technologies to Support Advocacy (Pauline Nicholas); (3) Developing a Practical Advocacy Toolkit (Saseka Harris); (4) Marketing & Public Relations (Elizabeth Watson). 30 participants explored the topics in small group sessions, and made their own personal networks.

During the Welcome Reception, several awards were presented. Three key Jamaican leaders in the IASL movement were honoured. Gerald Brown received an award for his outstanding commitment and support over his almost 30 years with IASL. Edith Doyle was recognized as a member who has attended the most IASL conferences.

During concurrent sessions, 24 papers and panels were offered. It was often difficult to



choose which session to attend. The topics we selected included the following:

1.2 Professional Learning in the Digital Age – Jennifer Branch (U of A) challenged us to accept personal responsibility for getting up to speed with the technology, and learning how to use it to help kids learn. (She will be coming to Winnipeg in February for the LIT Forum. She will asking similar questions here.)

2.1 Confronting the 'crisis of significance' – Ray Doiron (UPEI) invited the audience to identify the valued-added skills and services now provided to students and staff. Then the question was ... Do the administration and parents know about these strengths. Speak up; show up; be up!

2.3 Incorporating Information Literacy in the Croatian School Environment – Dr.



Dr. Paulette Stewart, President LIAJA and Edith Doyle

Mihaela Banek Zorica presented the results of a pilot project carried out with the education and teacher training agency in advocating information literacy. The process could have relevance in Manitoba.

4.1 Multicultural books in the social studies classroom: Which Caribbean? – Dr. Cherrell Shelley-Robinson (UWI) analyzed books from UK, US, and Canadian markets and observed that most of the authors: were from outside the region, tended to emphasize the quaint or unusual, made too many broad generalizations, and viewed the regions largely through Eurocentric eyes. Implications for our selection process too!

4.4 Reaching out through research – Dr. Marcia Mardis (FSU, USA) summarized a survey of potential research projects for masters and Ph. D students. This displayed excellent scope and depth; a valuable tool for individuals looking for capping paper topics.

6.2 Directing the digital moral compass: Teaching digital citizenship - Dr. Lesley

Farmer (CSU, USA) defined digital citizenship, discussed its ramifications on individual learning needs, and recommended sites to check to develop digital citizenship education. Maybe this is a trend?

7.2 Standards for Brazilian School Libraries – Prof. Bernadete Campello described the process used to survey the country to collect data, to draft principles, frameworks and criteria upon which the standards are based. Now comes the issue of getting bureaucrats to read and support the work. Does this sound familiar?

8.4 Factors that support the development of exemplary school library programs – Diana Maliszewski, OSLA Canada reviewed the literature on “What effects do school libraries have on student achievement?” The document produced by OSLA was featured. Many useful criteria were shared.

The Panel discussion s (1) ‘Collaboration & Support’ was outstanding. A classroom teacher, a principal, and other leaders stimulated audience participation to a high level.

(2) “Facilitating the Multiple Literacies” drew animated response from the audience. It was exciting to see how different professionals are grappling with future directions, instead of just chattering about changing terminology.

All the plenary speakers were outstanding:
Carol Gordon - Developing and Supporting 21st Century Readers

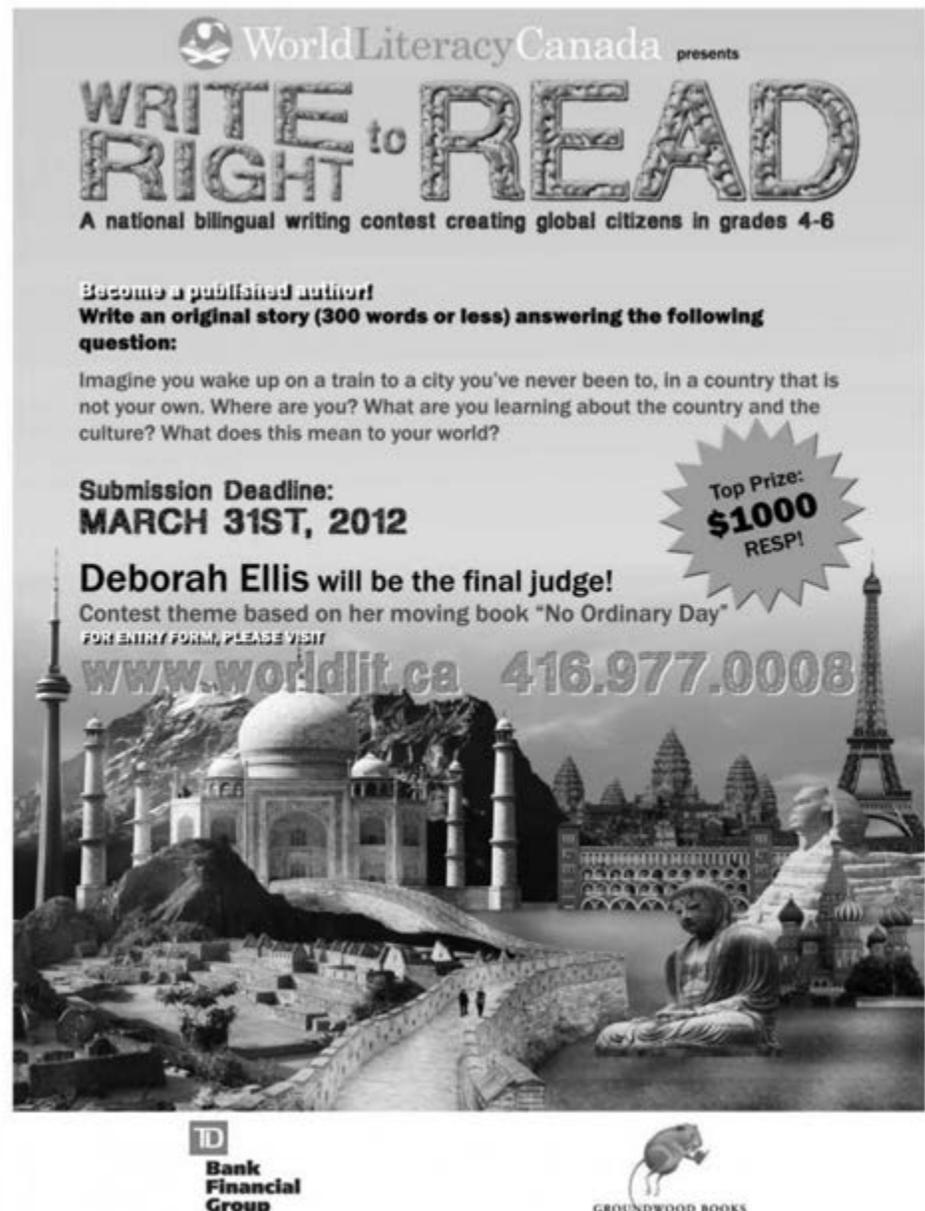
Hopeton Dunn – Providing Enabling Environments

Ross Todd – Teaching the 21st Century Learners

Lyn Hay – If the Future is Now, What Next?

A CD of the Proceedings is available for loan to MSLA members and other interested persons. Likewise some of the material has been posted to IASL website.

Next year’s conference will be in Doha, Qatar, 11th – 15th of November 2012. Theme: Shifting Sands of International Librarianship. Start saving your pennies, negotiate with your principal, and check our direct flights from Montreal. It will be a conference to remember. 📖



World Literacy Canada presents

WRITE RIGHT to READ

A national bilingual writing contest creating global citizens in grades 4-6

Become a published author!
Write an original story (300 words or less) answering the following question:

Imagine you wake up on a train to a city you've never been to, in a country that is not your own. Where are you? What are you learning about the country and the culture? What does this mean to your world?

Submission Deadline:
MARCH 31ST, 2012

Top Prize:
\$1000 RESP!

Deborah Ellis will be the final judge!
 Contest theme based on her moving book "No Ordinary Day"

FOR ENTRY FORM, PLEASE VISIT
www.worldlit.ca 416.977.0008

Call for MSLA 2012 Awards

IT'S THAT TIME OF YEAR AGAIN WHEN WE realize what a wonderful job our colleagues have been doing in their respective school libraries. They have exciting programs which have students who can't wait to visit the library, and teachers who look to them for their leadership skills and knowledge in literacy, inquiry, technology and resource-based learning. If you know a teacher-librarian who fits this criteria then consider nominating her or him for the MSLA 'Outstanding Teacher-Librarian of the Year Award'.

Do you have one of those supportive administrators who has always been a champion of the library and literacy? Then we want to know! Nominate them for the 'School Administrator Award'. Just imag-

ine the budget increase you'll get next year if he or she wins!

Finally, every year the MSLA honours an individual who is outstanding in their own field and has made a significant contribution to school libraries in Manitoba with the 'Distinguished Service Award'. This award is reserved for those in the library community who have worked many years to bring Manitoba School Libraries to where they are today.

The full criteria and purpose for all three awards can be found below and on the MSLA website at: <http://www.manitobaschoollibraries.com/awardcriteria.htm> Any member in good standing with the MSLA may nominate a person for these distinguished awards. The nominator must

complete the MSLA Award Nomination Form found below or on the MSLA website. The Nomination Form must be accompanied by a brief biography/resume of the nominee outlining their achievements and library background pertinent to the award, and at least one letter of support from colleagues, supervisors or other significant supporters of the nominee.

The MSLA awards will be presented at the Annual General Meeting on Monday, May 7, 2012.

Deadline for nominations is March 31, 2012. All nominations, with accompanying supporting material, should be emailed to the past president, Jo-Anne Gibson, at: jagibson@pembinatrails.ca. 

MSLA Outstanding Teacher-Librarian of the Year Award: Criteria

Introduction

The Manitoba School Library Association (MSLA), a Special Area Group of The Manitoba Teachers' Society, honours practicing teacher-librarians who are making an outstanding contribution to school librarianship in Manitoba. The award is made each year.

Eligibility

- The MSLA Outstanding Teacher-Librarian of the Year Award is open to all practicing school level teacher-librarians in Manitoba.
- Nominees must be personal members of the Manitoba School Library Association.

- Anyone involved with Kindergarten through Senior 4 may nominate a candidate for the award.

Criteria

School Library Instructional Program

- Individuals nominated for the award should demonstrate the planning and implementation of a school library program during the given school year of such exemplary quality that it serves as a model for others.

Professional Activity Involvement

- Individuals nominated should also be involved in one of the following areas during the given school year:
 - Contributing to the profession through MSLA and/or related organizations.
 - Sharing of ideas and resources through such means as workshops and publications.
 - Providing instructional leadership through involvement at his/her school and/or division/district. 



MSLA Distinguished Service Award: Criteria

Introduction

The Manitoba School Library Association (MSLA) recognizes the efforts of individuals who have made outstanding contributions in support of effective school libraries in Manitoba.

Criteria

This award may be presented annually by MSLA for outstanding service by an individual who helps teacher-librarians to deliver their programs more effectively. The contribution made by the recipient should be:

- Outstanding in its own field
- Altruistic
- Significant in terms of the continuing history of school library service.

Consideration will be given to projects that have been completed in the previous year, or to a continuum of activities extending over a longer period. The activities must have had and continue to have, a positive impact on school library service at the individual school, divisional, provincial or national level. 

MSLA School Administrator Award for Distinguished Service: Criteria

Introduction

The Manitoba School Library Association, a Special Area Group of the Manitoba Teachers' Society, honours school administrators who have direct responsibility for a school and who have made an outstanding and sustained contribution toward establishing, developing and maintaining an effective school library program in a school or schools under their administration. This award is made each year.

Purpose

MSLA has two purposes in presenting the School Administrator Award for Distinguished Service to Manitoba School Libraries.

- To recognize the responsible and influential role that school administrators perform in the development and maintenance of successful school library programs.
- To honour those school administrators who, through their leadership and sustained effort, have made an outstanding contribution to the implementation of effective school library programs and to the role that these programs play in the total learning environment.

Eligibility

- A candidate for this award must be nominated by one or more members of the Manitoba School Library Association.
- A candidate must be a Principal or Vice-Principal who is directly responsible for a Manitoba school at the elementary or secondary level.
- A candidate must be in administrative office at the time of the nomination of the award. 



MSLA Award Nomination Form

Award: _____

NOMINEE'S NAME: _____

Address: _____

City: _____ Province: _____ Postal Code: _____

Telephone: (Bus.) _____ (Res.) _____

E-mail: _____

NOMINATED BY:

NAME: _____

Address: _____

City: _____ Province: _____ Postal Code: _____

Telephone: (Bus.) _____ (Res.) _____

E-mail: _____

Signature: _____

Date: _____

Please email the completed nomination form by **March 31, 2012** to:

Jo-Anne Gibson
Past President, MSLA
jagibson@pembinatrails.ca

Please include the following documentation with this nomination:

- Brief biography/resume of nominee outlining their achievements and library background pertinent to the award.
- At least one letter from colleagues, supervisors or other significant supporters endorsing this nominee.



HARRY A. SKENE CMA

227 Parkville Bay · Winnipeg, Manitoba R2M 2J6 · (204) 256-6176

INDEPENDENT AUDITORS' REPORT

**To the members:
Manitoba School Library Association Inc**

I have audited the accompanying financial statements of Manitoba School Library Association Inc, which comprise of the balance sheet as at August 31, 2011, the statements of operations and general reserve and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for cooperative enterprises, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of Manitoba School Library Association Inc as at August 31, 2011, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not for profit organisations

Harry A. Skene
Certified Management Accountant

Winnipeg Manitoba

October 1, 2011



MANITOBA SCHOOL LIBRARY ASSOCIATION INC.
STATEMENT OF FINANCIAL POSITION

		<u>As At August 31</u>	
		2011	2010
	Notes		
Assets			
Current			
Cash		\$ 23,578	\$ 23,132
Prepaid Expense		512	464
Other	3	<u>10</u>	<u>10</u>
		<u>24,100</u>	<u>23,606</u>
		<u>\$ 24,100</u>	<u>\$ 23,606</u>
 Liabilities and Fund Balance			
Current			
Accounts Payable		<u>\$ 614</u>	<u>\$ 589</u>
 Fund Balance			
Unrestricted	2	<u>23,486</u>	<u>23,017</u>
		<u>\$ 24,100</u>	<u>\$ 23,606</u>

Approved by the Committee of Management

Member *C. Klausner*

Member *V. Fogarty*



MANITOBA SCHOOL LIBRARY ASSOCIATION INC.
STATEMENT OF OPERATIONS AND
CHANGES IN FUND BALANCE

		<u>Year Ended August 31</u>	
		2011	2010
	Notes		
Revenues			
SAG Revenues		\$ 7,943	\$ 5,191
SAG Expenditures		<u>(5,483)</u>	<u>(7,231)</u>
		2,460	(2,040)
Membership Fees		3,385	3,025
MTS Contributions	4	1,250	1,581
Grants	5	1,400	1,400
Interest		<u>320</u>	<u>267</u>
		<u>8,815</u>	<u>4,233</u>
Expenses			
Administrative & Office		290	417
Advocacy		879	
Conferences		2,241	1,539
Donations & Gifts		1,322	1,750
Executive & Annual Meetings		818	612
Insurance		400	400
Journal	6	570	1,080
L.I.T. Forum	7	185	194
Memberships & Dues		419	419
Professional Fees		535	535
Public Relations		<u>687</u>	<u>1,258</u>
		<u>8,346</u>	<u>8,204</u>
Excess (Deficiency) of			
Revenues over Expenses		469	(3,971)
Fund Balance, Beginning		23,017	26,988
Fund Balance, Ending		<u>\$ 23,486</u>	<u>\$ 23,017</u>



MANITOBA SCHOOL LIBRARY ASSOCIATION INC.
STATEMENT OF CASH FLOWS

	Year Ended August 31	
	2011	2010
Operating Activities		
Excess (Deficiency)		
Revenues over Expenses	\$ 469	\$ (3,971)
Adjusted for:		
(Increase) Decrease in Prepaid Expense	(48)	265
Increase (Decrease) in Accounts Payable	25	(150)
Increase (Decrease) in Deferred Revenue		
Provided (Used) by Operating Activities	446	(3,856)
Increase (Decrease) in Cash	446	(3,856)
Cash Position, Beginning of Year	23,132	26,988
Cash Position, End of Year	\$ 23,578	\$ 23,132



MANITOBA SCHOOL LIBRARY ASSOCIATION INC.

NOTES TO FINANCIAL STATEMENTS

August 31, 2011

1. Incorporation and Purpose

The Manitoba School Library Association Inc. (MSLA) was incorporated on December 2, 1985 as a non profit organisation under The Corporations Act of Manitoba.

The association is exempt from income taxes under section 149 (1) (l) of the Income Tax Act.

The objectives of the association are to promote school libraries by providing professional growth opportunities, encouraging qualification improvements and promoting high standards in educational programs that use a variety of information sources and technologies.

MSLA is affiliated with the Manitoba Teachers' Society (MTS) as a Special Area Group (SAG) to provide a cooperative approach to issues affecting both MTS and MSLA. The terms of affiliation provide that MTS approves the constitution of MSLA and requires MSLA to provide financial and other reports to MTS. In return MSLA receives a financial contribution based on membership levels, certain services at MTS cost and use of MTS facilities.

2. Significant Accounting Policies

Fund Accounting

The association maintains its accounts on a fund accounting basis as follows:

Operating Fund

The Operating Fund is used for the general operations of the association.

Capital Asset Acquisitions

The policy of the association is to charge capital asset acquisitions to expense at the time of purchase. No capital assets were acquired in either the current or previous fiscal years.

Revenue Recognition

MSLA follows the deferred method of accounting for contributions. Restricted contributions are recognised as revenue in the year in which the related expenses are incurred. Unrestricted contributions are recognised as revenue when received or receivable

Fair Value of Financial Instruments

Fair value amounts represent estimates of the consideration that would currently be agreed upon between knowledgeable, willing parties who are under no compulsion to act and is best evidenced by a quoted market price.

The carrying values of cash, accounts receivable, accounts payable and accrued liabilities approximate their fair value due to the relatively short periods to maturity of the instruments.

MANITOBA SCHOOL LIBRARY ASSOCIATION INC.

NOTES TO FINANCIAL STATEMENTScontinued

August 31, 2011

2. Significant Accounting Policiescontinued

Contributed Services

A substantial number of volunteers contribute a significant amount of their time each year. Because of the difficulty of determining the fair value, contributed services are not recognised in the financial services.

Use of Estimates

The preparation of financial statements in conformity with Canadian generally accepted accounting principles ("GAAP") requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

3. Other Assets

The other assets are credit union shares which are held for membership requirements and are acquired through member assessments and patronage allocations. The shares are not publicly traded, the value being maintained by the issuer.

	2011	2010
Steinbach CU, Shares	\$ 10	10
	<u>\$ 10</u>	<u>10</u>

4. MTS Contributions

The association received contributions from MTS as follows:

	2011	2010
Operations	\$ 902	\$ 1,228
Audit costs	348	353
Total Contribution	<u>\$ 1,250</u>	<u>\$ 1,581</u>

5. Grants

Grants were received from:

	2011	2010
Province of Manitoba	<u>\$ 1,400</u>	<u>1,400</u>

The Department of Culture, Heritage and Citizenship has provided annual grants of \$1,400 as a contribution towards the operational costs of MSLA.

6. Journal

The journal is recorded net of advertising revenue as follows:

	2011	2010
Advertising Revenue	\$ 155	\$
Expenses	725	1080
Net Cost	<u>\$ 570</u>	<u>\$ 1080</u>



MANITOBA SCHOOL LIBRARY ASSOCIATION INC.

NOTES TO FINANCIAL STATEMENTScontinued

August 31, 2011

7. L.I.T. Forum

The L.I.T. Forum is recorded net of revenues as follows:

	2011	2010
Fees & Donations	\$ 110	\$ 25
Expenses	295	219
Net	<u>\$ 185</u>	<u>\$ 194</u>

Acronyms of Interest to School Library Media Personnel

Compiled by G.R. Brown

*No longer operational/combined with another group

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

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