

# MSLA JOURNAL

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MANITOBA SCHOOL  
LIBRARY ASSOCIATION

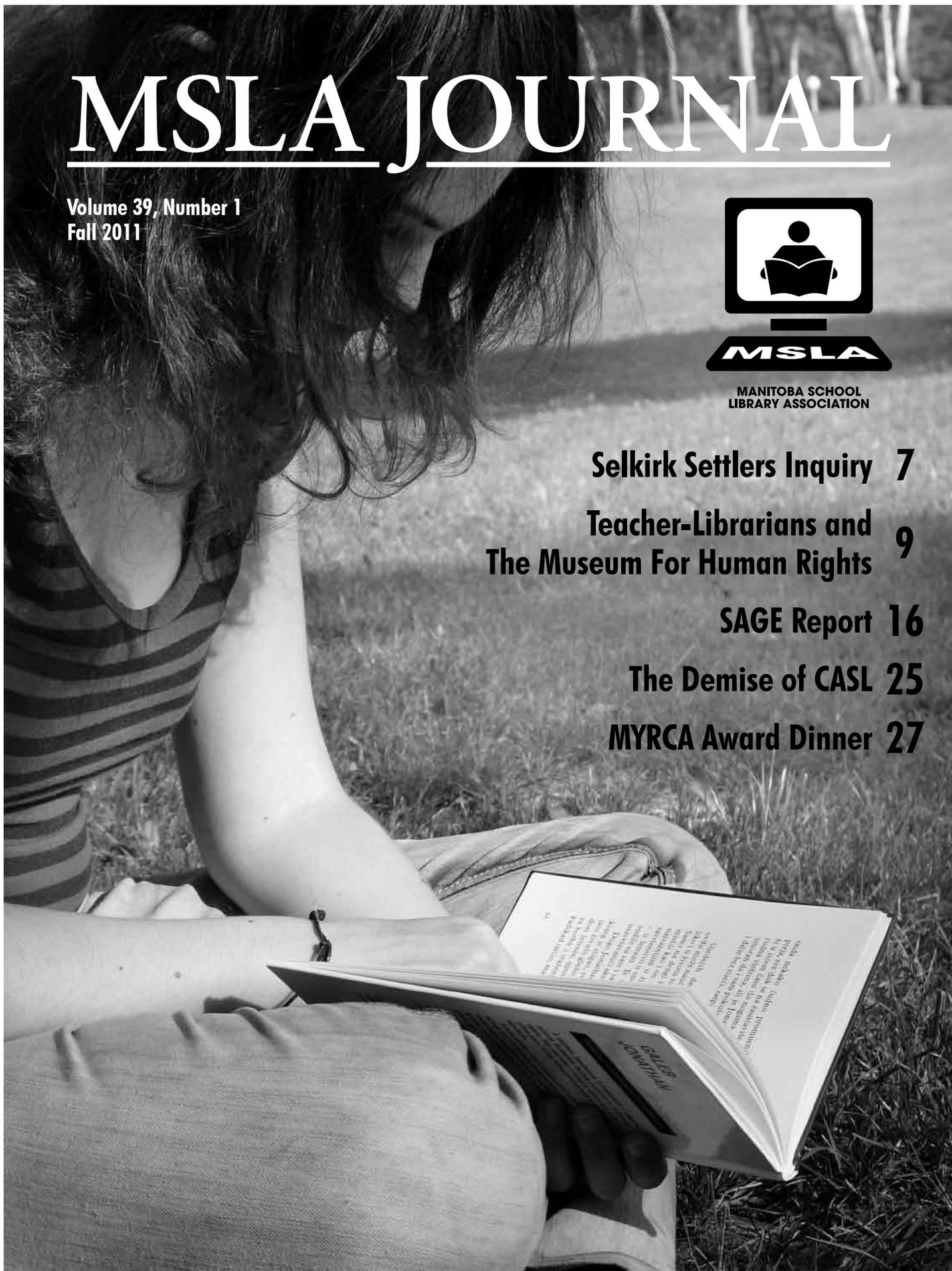
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# President's Report

By Vivianne Fogarty

AS I START MY PRESIDENCY FOR MSLA, I'D like to thank some departing members that have worked tirelessly for this organization. Sherry Faller, our Past President and Sherry Gibson, our Treasurer will be greatly missed. Thank you also goes out to Kevin Mowat, our outgoing SLAM representative and Nell Ududec, who has worked on many SAGE conferences as our PD chair. Farewell and thank you also goes out to Diane Kastes who was a member at large for MSLA. Their hard work and determination have greatly contributed to the mission of MSLA. A huge thank you also goes out to our outgoing President, Jo-Anne Gibson for her countless hours of hard work. She has been instrumental in truly promoting MSLA to Manitoba and not just our urban centers.

I look forward to continuing my work with Jo-Anne this year as well as all the other members on our executive, including some new faces. We welcome Joyce Riddell aboard as President Elect and Claudia Klausen as our new treasurer and SAGE conference registration chairperson. We also welcome aboard Christine Robinson, our SAGE Conference chair and Jeff Anderson, SAGE conference co-chair. Luckily, our secretary Heather Eby, journal editor Lorie Battershill, webmaster Rhonda Morrissette and Kim Marr our membership chairperson are staying on to keep us organized, informed and promoted. As always, thank you to all of our liaison officers who also keep us well informed of their respective groups—Nicole Massé for DREF, Kim Marr for Independent School Libraries, Gerald Brown—IASL International Association of school Libraries, John Tooth—MB Education and Manitoba Library Consortium Inc.

MLCI, Joan Zaretsky and Lia Baksina—Manitoba Teachers' Society MTS, Debbie Smith—School Library Administrators of Manitoba SLAM, Andy McKiel—MB Association of Manitoba Computer Educators ManACE and Paulette Leclerc—Winnipeg Children's Literature Round Table WCLR. Welcome aboard also to Rebecca Dexter who will be a member at large.

This year our SAGE conference "Canadian Authors Empowering Young Minds" chaired by Christine Robinson and Jeff Anderson focused on authors and literature. Deborah Ellis and our great contingency of Manitoba authors and illustrators (Colleen Sydor, Martha Brooks, Robert Freynet, David Alexander Robertson and Rae St. Clair Bridgman) provided us with some wise and inspiring words, thoughts and inspiration. Thank you to our awesome team Christine Robinson and Jeff Anderson and their group of volunteers for planning and organizing such a great professional development day!

October is also our month to celebrate school libraries far and wide – provincially, nationally and internationally. Last year we had 145 schools and over 44,000 students and educators participate in our Drop Everything and Read DEAR promotion. This year, Jo-Anne Gibson has been instrumental in promoting our DEAR campaign nationally throughout Canada with the help of British Columbia's promotional materials and the new Voices for School Libraries Network. This will take place on October 24, 2011 across our province and country!

Fall is always a rejuvenating time and a time for new beginnings. As we start another school year and look back at last year's events, there is definitely uncertainty

yet optimism in the air. Last year, much publicity surrounded the downsizing of school libraries in Ontario and the firing of school librarians in California. This year Toronto's public libraries are being assaulted with authors like Margaret Atwood leading the rescue. As is usually the case, finances seem to be the culprit, but are they really? Across the Atlantic in Scandinavia, we see initiatives in Sweden where school libraries will now become statutory—where they believe that all students have a right to a library. South Africa has also campaigned for One School, One Library, and One Librarian in their Equality for Education promotion.

Numerous studies highlighted on the IASL advocacy website show the benefits of qualified school library staff and programming, yet these alone are often not enough. Perhaps the political will and determination to act on these studies is what we need. By the time this journal is published, we will have been through our 2011 Manitoba Election. Our MSLA advocacy committee was active in promoting dialogue with our elected members about school libraries. Where does Manitoba stand in terms of quality school library staffing and programming? Are staffing levels, resources and programming equitable across the province?

Last year MSLA created a bilingual survey that was sent to all principals in Manitoba. Our goal was to find out if all Manitoba schools have a school library, library programming and trained library staff. Our return rate was not encouraging and neither were the responses. From the data we were able to collect; it was obvious that school libraries across our province vary greatly in all areas. We even see vast differences

within the City of Winnipeg. Across Manitoba variations range from professionally trained teacher librarians, untrained teacher librarians, certified and uncertified library technicians, educational assistants, parent volunteers or some combination of these managing a school library.

The reality is that some students have access to qualified teacher librarians that are teaching them about information literacy skills, collaborating with classroom teachers through inquiry and resource based learning and promoting a variety of current and quality literature and information sources in print and digital formats. Combine this with a certified library technician who catalogues and maintains resources and you have a dynamic school library. Sadly, many students do not benefit from this. It all depends on what division you are in and where you live. That should not be the determining factor. Educational institutions and governments should be using current and reliable data when making these decisions. Our current funding practices that rely heavily on property assessments only complicate matters further.

What about our First Nations' schools? In July 2011, the Winnipeg Free Press featured an article about the funding differences between their First Nations' School, Ginew (K–8) and the neighbouring Borderland school division. Roseau River's school is funded federally at \$4140.00 per student whereas the Borderland school division charges them \$6800.00 if they send their students to that school. Roseau River's chief Terry Nelson also stated that their school has no library or music program. Again, we see inequities between the provincial and federal systems.

Ray Doiron and Karin Paul (past presidents of the now defunct CASL—Canadian Association for School Libraries) wrote an article in 2001 called "Cold Facts and Hot Buttons: The Truth about School Libraries in Canada" (School Libraries in Canada 2001, Vol. 21, No.2) that discusses the

inequities of school libraries and staffing throughout the country. Sadly, ten years later, many of the same issues and inequities abound. Despite numerous studies in various countries that link the presence of school libraries, programming and staffing with increased scores in standardized tests, inconsistencies continue. An article in the *Globe and Mail* in May 2011 by Kate Hammer highlights Canada's dismal statistics. The Maritimes hardly have any teacher librarians, Ontario's numbers vary across the province as do the western provinces. As Professor Dianne Oberg from the University of Alberta states in that article, teacher librarianship and all that it involves is still largely unknown and misunderstood. As a professional library organization, we need to get our message and mission out to the general public. Preaching to the converted library personnel is not the best use of our time and energy. We need to inform our clientele – students and parents, educational policy makers and politicians who have a huge impact on school library programming and staffing decisions.

The International School Library Association posted a Proclamation on their website in 2010 "A Library for Every School" [www.iasl-online.org/files/School\\_Library\\_Proclamation-2010.pdf](http://www.iasl-online.org/files/School_Library_Proclamation-2010.pdf). This proclamation advocates that the provision of school libraries be part of educational policy, whether that is nationally or provincially. Can Manitoba strive for that goal where all students can benefit from a library, qualified library staff and quality library programming?

This year, we will continue our quest for reliable Manitoba statistics on school libraries through the EIS—Educational Information System, Education, Citizenship & Youth. We will also be actively involved in questioning our elected MLAs about their commitment to students via school libraries. With our data and our commitment, we will continue to advocate for Manitoba students. Education should be our number one priority during and after elections.

Effective school libraries boost literacy levels. Increased literacy rates translate into a higher quality of life. A better quality of life means a healthier lifestyle with less crime. More doctors, nurses and police officers are always a popular election promise, but this time things are sounding different. Our provincial government has committed to smaller class sizes from Kindergarten to Gr. 3. MTS is ready to begin working on this initiative. Perhaps this will be the time where education will be a priority and quality school libraries will be a part of this priority and exist for all Manitoba students. 



## Editor's Message

By Lorie Battershill

**PICTURE THIS**—A LIVELY PLACE FILLED WITH books. People coming and going, meeting to discuss ideas and authors. Laughter, poetry, workshops. If this sounds like your dream library then you have something in common with Kelly Hughes of Winnipeg's Aqua Books. His dream was to establish not a library but a used bookstore that would also serve as a cultural meeting place in Winnipeg's downtown. His dream came true when Aqua Books opened its doors at 274 Garry Street.

For the last two years MSLA has had its Annual General Meeting in one of the meeting rooms on the second floor of 274 Garry Street. Before the meeting we enjoyed dinner at Eat! Bistro and dawdled over the many shelves of books. The ambience was a perfect fit for our bookish crowd and a good time was had by all.

This fall Aqua Books came to the brink of doom. A drop in book sales coupled with



the ongoing stress of a large mortgage meant that Aqua Books had to close its doors.

First Kelly Hughes was living our dream and then he was living our nightmare. But good news is surfacing as Aqua Books finds new life as a non-profit organization.

Here's the good news as served up on the Aqua Books website.

*Aqua Books is moving on up, not to the East Side, but to the second floor of 274 Garry Street. A sympathetic investor is buying the building, and renting the main floor out to some peeps that we can feel good about sharing the building with. So a more compact Winnipeg's Cultural City Hall lives on, as a new, non-profit entity. We will maintain our theatre, meeting room and keep a smaller stock of about ten or fifteen thousand books. The new leaner and meaner version of Aqua will be even more focused on artist development and one-of-a-kind workshops, readings, lectures, screenings and shows.*

My hope is that, like Aqua Books, school libraries in Manitoba will one day start growing strong again. Let's keep believing in our dream of creating vibrant centers of learning that become favourite places for students throughout Manitoba.

We wish you all the best Kelly. 



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## Songs for the Butcher's Daughter by Peter Manseau

It's always interesting to understand what inspired an author to write a story. When I read *Songs for the Butcher's Daughter* by Peter Manseau, I realized that the author had drawn upon events from different eras to write a story that is both a romance and a commentary on a historical trend. It's a tale in which two stories collide—one from the past and one contemporary. Both fictionalize and adapt real events.

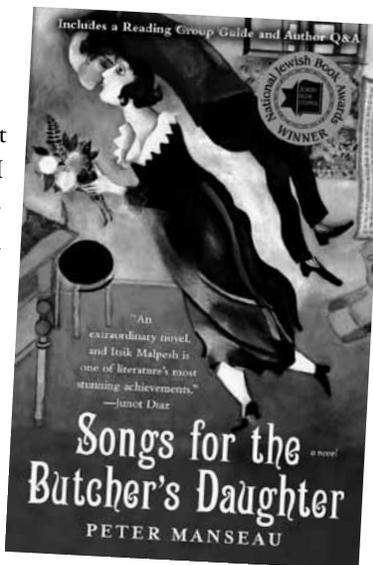
The modern story takes place in the U.S. when a young, non-Jewish man gets a summer job sorting out old Yiddish-language books in a warehouse. To impress a pretty Jewish co-worker, he learns to read Yiddish and comes across the love poems of one Itzik Malpesh.

Malpesh's story begins on the day of his birth in 1903 in Kishinev (which then was part of czarist Russia, but is now the capital of Moldova). His mother gives birth to him during the very real and infamous Kishinev pogrom, when Christian hordes, spurred by the age-old myth of the blood libel, rampaged through the Jewish quarter of the city over a three day period and slaughtered nearly 50 people, injured hundreds and either looted or destroyed over 700 homes and businesses.

In the story, Malpesh grows up believing that he was saved by the anger of a 4-year-old girl, Sasha Bimko, who shamed the mob and kept them from killing a mother in labour. Though the Bimko family left Kishinev right after the pogrom, Malpesh spends his life writing love poetry to Sasha, believing they are bashert—meant for each other. That romantic notion fuels his decisions as he follows the path millions of Jews took across the ocean to the United States. They are united only briefly. The turmoil of the late 1930s, the carnage of World War II and chance events keep them apart.

The stories mesh when the young man, through his work, stumbles upon Malpesh, now an old man living in isolation in Baltimore. The man makes finding Sasha his project.

That's the plot, cute and tidily done, a romance across the decades and continents, one that defies the trials of poverty and separation.



But it is so much more. Why is this young man sorting through old Yiddish-language books? The simple answer: because they were being thrown out. Yiddish was the language of most of European Jewry for 1000 years, but it was threatened with extinction after Hitler's genocide in World War II and also because the European, Yiddish-speaking founders of the State of Israel declared the language out-of-date. They modernized Hebrew, and with the psychological desire to forget the old and begin anew after the war,

Yiddish fell into disfavour and disuse. Hebrew replaced Yiddish in North America, too.

As a result, from the 1950s on, literature and songs written in Yiddish ended up collecting mould in basements and garages before being dumped in the garbage when their owners died. A culture was being discarded. The works—fables, novels, poetry, philosophy, treatises and histories of hundreds and thousands of writers were being lost—until a student named Aaron Lansky needed a book for a Yiddish-language course he was taking in the 1980s. His hunt for an individual title changed his life forever.

Lansky is credited with saving the literature of a people. From living with piles of rescued books in his cramped apartment, Lansky went on, over the course of three decades, to finally establish the National Yiddish Book Centre in Amherst, Massachusetts, where today scholars research Yiddish writing and culture. He documents his interesting journey with good humour in *Outwitting History: The Amazing Adventures of a Man Who Rescued a Million Yiddish Books*.

I think Manseau used Lansky as a model for the younger man in *Songs*. Malpesh wrote and spoke in his mother-tongue; he is rejected, forgotten, isolated—the immigrant who couldn't adapt, as was Yiddish. The Kishinev pogrom is a blot on history, the story of which crossed the oceans with those who survived.

Both *Songs for the Butcher's Daughter* and *Outwitting History* have Jewish-related themes. But, as the expression goes—you don't have to be Jewish—to appreciate good stories and learn history—just what most readers want.



By Harriet Zaidman

# Family Literacy Day

January 27, 2012

**CHILDREN RAISED IN LITERATE HOUSEHOLDS** are likely to enter grade one with several thousand hours of one to one pre-reading experience behind them. But what about children that have limited access to learning opportunities at home?

Approximately nine million adult Canadians suffer from low literacy; hundreds of thousands of these individuals have children. Unfortunately, several of these children end up falling behind in school because they are not given the same opportunity as their peers to read at home and engage in early learning activities.

Encouraging parents to take time every day to read or do a learning activity with their children is crucial to a child's development. Even just 15 minutes a day can improve a child's literacy skills dramatically, and can help a parent improve their skills as well.

We know that parents lead busy lives and may not have time to read to their children. Add to that parents that have low reading confidence and children almost never enjoy a bedtime story.

To ensure both children and adults are improving their literacy skills, encourage parents to do fun activities that are part of

daily routines or that don't feel like learning. Spending time playing a board game, writing out a shopping list, counting out change at the grocery store or following a recipe all incorporate literacy and learning.

Family Literacy Day®, taking place across Canada on January 27, 2012, is the perfect opportunity to encourage learning at home. There are so many learning opportunities in daily life—we just have to embrace them!

For more information on Family Literacy Day, including tips, activities and event ideas, visit [www.FamilyLiteracyDay.ca](http://www.FamilyLiteracyDay.ca). 



# Celebration 2012

## An Inquiry into the History of the Red River Colony and the Selkirk Settlers

By Lorie Battershill

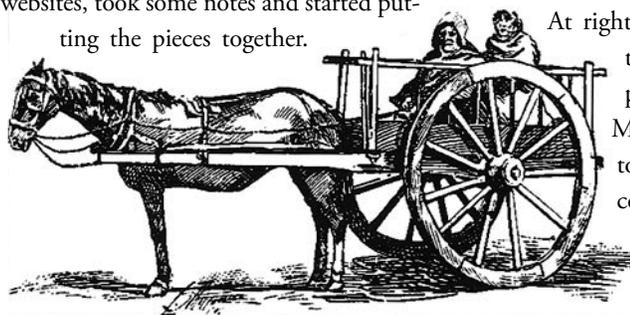
THE SELKIRK SETTLERS. HMMM. THE SELKIRK Settlers? What do I know about the Selkirk Settlers?

It is always humbling when, at the beginning of a new inquiry unit, I discover that I really don't know a thing about the subject. When our grade five teachers decided that they wanted to do their IBL on the Selkirk Settlers this year I happily agreed. History is always a good for topic for inquiry. But when I sat down with the curriculum I realized that this page in my "knowledge of history" book was pretty empty. I needed a plan.

So I started at that place where we teach our students to start. I asked a primary question. Who were the Selkirk Settlers? Well I knew that the Selkirk Settlers had something to do with Manitoba history and I knew that they came from Scotland but that was about it.

Okay, time for some secondary questions. I had lots of these. When did the Settlers arrive? Why did they come? How did things go for them? What did they find when they got here? What did they do? Time to start digging.

I found that information was fairly easy to come by. I checked out some books and websites, took some notes and started putting the pieces together.



As my information outline took shape I started to get really excited. This wasn't just Canadian history or Manitoba history or even just Winnipeg history! Our school, located in the North Kildonan area of Winnipeg, was right at the heart of this story. In fact, the schools that these students would soon be attending carried the Selkirk Settlers history in their names; Chief Peguis, John Pritchard, Miles Macdonell, John Henderson. All of these names remembered important characters from the Settlers' story. I decided that my students wouldn't go on to junior high without knowing the history that went with those names.

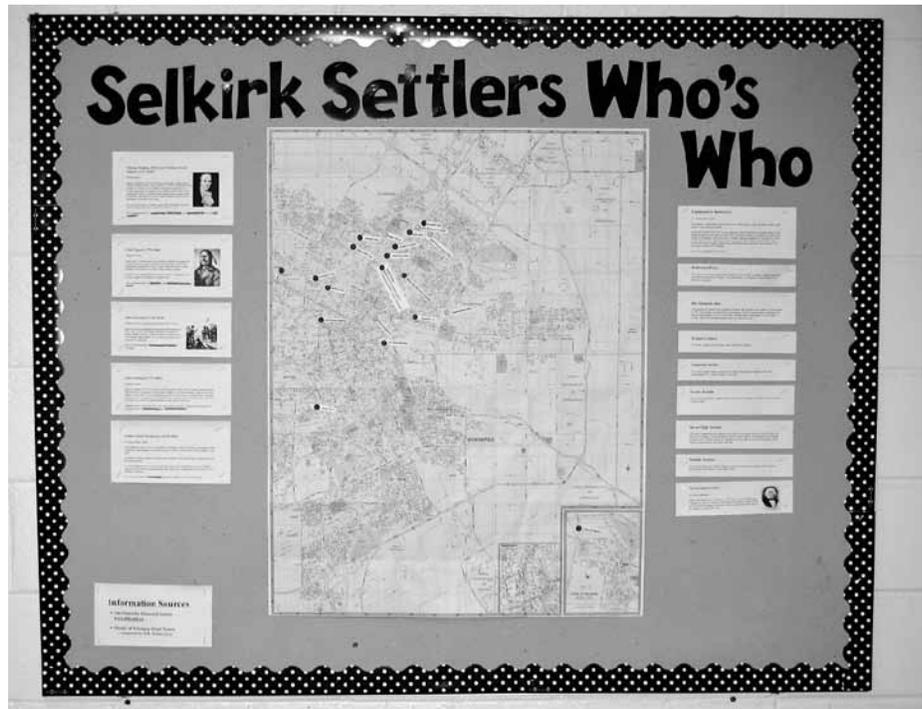
At right about that time construction began on a big new expressway that would connect Main Street in West Kildonan to Lagimodiere Blvd. and the construction project was in the news almost every day. As I heard more about the details of the project

I realized that this new local infrastructure was going to be a major remembrance of the Selkirk Settlers. The bridge that connected Main Street to Henderson Highway was called...the Kildonan Settlers Bridge. Signposts along the roadway named some of these early families—Bannerman, Flett, MacKay, McLean, Sutherland, Ross, Murray, Matheson. At the Main Street entrance to the bridge there was a monument to Chief Peguis and the new expressway under construction was named the Chief Peguis Trail. What a timely coincidence.

I decided to build our unit around this local emphasis. I put together a list of names of people who were important during this time in our history and I challenged the students to find places in our community that honoured these people. As we researched those people we marked the places on a big City of Winnipeg map. Beside the map we put together a "Selkirk Settlers Who's Who" giving a short biography of each person.

As we continued our research I started to notice that there seemed to be a lot in the news about the Selkirk Settlers lately. Was it just me or was something up? Then I realized what it was. 2012 will mark the bicentennial of the arrival of the first settlers. This was the perfect time to learn about and celebrate the people who first put down roots in our area. We gathered news reports about bicentennial plans in the works and added them to our display. We put an item about our research in the school newsletter and on the library website. We were excited to tell people in our community to be on the lookout for upcoming celebration events. Questions anyone? We had become local history experts!

If you would like to research the Selkirk Settlers during the upcoming bicentennial year check out the following list of research resources. 



## Selkirk Settlers Inquiry Resources

### 1. Books

- a. *Mosaic of Winnipeg Street Names*, compiled by J. B. Rudnyckyj
  - i. This is an excellent book. It is well laid out and the information is easy for most students to access. It is available from the Winnipeg Public Library, the education library and many school libraries.
- b. *A Visit With the People of Red River: a Young Person's Guide and Resource Book* written by C. Barry McPherson and Judy McPherson
  - i. A brand new (2011) book that I picked up at the Lower Fort Garry gift shop. This book was put together to commemorate the Bicentennial. A must-have volume for research on the Selkirk Settlers.

### 2. Videos

- a. *Canada: a People's History*. CBC Production.
  - i. Most schools should have a copy of this video collection in their libraries. There are two segments that are just perfect for this unit. The trouble is finding them in this vast resource. Look for two segments titled The Selkirk Settlers and The Battle of Seven Oaks.

### 3. Websites

- a. The Manitoba Historical Society has a wealth of resources. The one I used the most was a list of Winnipeg street names. Most of the information is taken from the *Mosaic of Winnipeg Street Names* book. The book is much more extensive but the website is cross-referenced to biographical information found on the same site. [www.mhs.mb.ca/docs/winnipegstreets/](http://www.mhs.mb.ca/docs/winnipegstreets/)

- b. Miles Macdonell Collegiate Alumni Association Website—You'll find a history section on this website that has a treasure trove of information about the area's history. You'll find many original newspaper reports that make for exciting reading for your students. [www.mmcalumni.ca/v2/history.php](http://www.mmcalumni.ca/v2/history.php)
- c. The Canadian Encyclopedia—Search for Red River Colony [www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006725](http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006725)

### 4. Museums

- a. Seven Oaks Museum
- b. St. Boniface Museum

### 5. Experts

- a. Jim Smith is the local historian who puts together the history page on the Miles Macdonell website. He can answer every question your students might come up with. Contact him at [jimsmith@mts.net](mailto:jimsmith@mts.net).

# Making Connections for Learning

## The Teacher-Librarian and The Canadian Museum For Human Rights

By Rhonda Morrissette

*This is a summary of the capping paper prepared in spring 2011 for partial credit of Master of Education, University of Alberta. To access the full paper please visit [www.manitobaschoollibraries.com/journal.htm](http://www.manitobaschoollibraries.com/journal.htm).*

JOYCE VALENZA (2007) MAKES A COMPELLING case for the teacher-librarian to be prepared for the changing information landscape as we enter the first decades of the 21st century. The Canadian Museum for Human Rights (CMHR) is literally changing our landscape as Winnipeggers watch the magnificent museum, designed by world-renowned architect Antoine Predock, being built and changing the skyline of our city. The concept of changing landscape is

also a metaphorical one. The promotional videos of the upcoming museum promise the use of virtual displays and the use of the most innovative technologies (Friends of the Canadian Museum for Human Rights [CMHR], 2009). Even as the museum is being built, development of the content, architecture and programming is well under way. It will tell the stories of those who have lived through troubling times using cutting edge technology (CMHR, 2010; Friends of the CMHR, 2009). The CMHR is an idea museum, involving no single interpretation and allowing for many perspectives and points of view (CMHR, 2010; Jubinville, 2010; Lett 2010).

Teacher-librarians have long understood and appreciated the importance of story and storytelling for a sustainable world. Now as we enter a new interconnected technological world, we as teacher-librarians need to ask ourselves if we're prepared to meet the challenges of our evolving information landscape in preparation and anticipation of facilitating learning at the cutting-edge CMHR. Essentially, "What do teacher-librarians need to understand about human rights and guided inquiry in order to fully facilitate student learning at the new and cutting-edge CMHR?"

What does a teacher-librarian need to know about human rights? He/she must



know the Universal Declaration of Human Rights (United Nations, 1948), especially how it relates to education and the rationale for including human rights throughout curriculum. The literature related to human rights and teacher-librarianship reveals teacher-librarians also need to fully understand the potential role of the school library as a centre for human rights.

What does a teacher-librarian need to know about guided inquiry to fully facilitate learning at the CMHR? Today's teacher-librarians need to understand the guided inquiry process including its roots in constructivist theory and the benefits to student learning to help students connect personally to human rights. This leads to an understanding of how guided inquiry as a way of thinking about life and learning is the best way to achieve information literacy skills for the 21<sup>st</sup> century. (Kuhlthau, Maniotes & Caspri, 2007) The 21st century teacher-librarian needs to be comfortable with the new technologies including the new collaborative web 2.0 tools and other new media. Teacher-librarians and teachers need to know the importance of teaching and working in collaborative teams, and how to guide students to do the same. Most importantly, today's teacher librarian needs to know and believe in our youth's passionate tolerance and social consciousness as a force for social transformation.

What is the content at the CMHR and how will it assist educators to achieve the goals of human rights in education? The CMHR has initiated an intensive process to gather and re-tell human rights stories. Twenty themes have been tentatively identified from this collection of stories. These themes can be useful to guide student thinking and allow them to connect personal stories to larger issues. And for those able to visit the museum in Winnipeg, twelve exhibition zones will be set up to assist students to delve deeply into these issues in highly technological, interactive and collaborative spaces.



With specialized knowledge in human rights, guided inquiry, and an understanding of the resources at the upcoming CMHR, the teacher-librarian is uniquely situated to support teachers and students as they learn more about human rights issues affecting today's society. 📖

Rhonda Morrissette is a teacher-librarian at the Winnipeg Adult Education Center. She is also webmaster for MSLA.

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# The Essential Teacher-Librarian

## Clarifying the Contributions of Teacher-Librarians to the Development of Information Literacy Skills in 21<sup>st</sup> Century Learners

By Christine Robinson

*The following is the second excerpt from my final capping paper for my MEd at the University of Alberta Teacher-Librarianship by Distance Learning Program. This excerpt consists of a list of implications of my literature review on our specific situation in Manitoba.*

### Implications of the Literature Review

#### Implications for Teacher-Librarian Scholarship in Manitoba

When collecting literature for the literature review I found:

- There were few scholarly articles on teacher-librarianship or the impacts of teacher-librarians in schools written by Manitoba authors or about Manitoba situations.

Implication:

- Teacher-librarians in Manitoba would benefit from Manitoba based scholarly study on the impacts of teacher-librarians in schools.

#### Implications for Curriculum Development in Manitoba

The literature review revealed:

- Information literacy in the 21<sup>st</sup> century is a fusion of literacies that encompass all other literacies.
- Technology skill doesn't necessarily translate into being information literate and many 21<sup>st</sup> century learners need explicit instruction in information literacy.
- Essential 21<sup>st</sup> century skills can be placed in categories that closely mirror the multiple literacies identified as being a part of information literacy in the 21<sup>st</sup> century.
- Inquiry based learning is an excellent way to teach information literacy.

- Teacher-librarians in the 21<sup>st</sup> century are qualified teachers with additional training and classroom experience many of whom have expertise with inquiry-based learning and teaching information literacy to 21<sup>st</sup> century learners.

Implications:

- Teachers and students would benefit from a revision of the Literacy with ICT Continuum (MECY, 2006b) to specifically and explicitly identify information literacy outcomes and the role of the teacher-librarian.
- Teachers and students would benefit from the creation of a foundation document for information literacy that provides suggestions for infusion, instruction and assessment of information literacy through inquiry.
- Teachers and students would benefit from suggestions for collaboration between teacher-librarians and teachers on inquiry and information literacy instruction in future curriculum development.
- Manitoba Education and Literacy would benefit from the expertise of qualified teacher-librarians when revising or creating any new curriculum documents in Manitoba.
- All stakeholders would benefit from the creation of a position at Manitoba Education and Literacy that specifically relates to information literacy and 21<sup>st</sup> century literacies with a qualified teacher-librarian in the role.
- All stakeholders would benefit from linking the Literacy with ICT Continuum (MECY, 2006b) to the role of teacher-librarian.

#### Implications for Teacher-Education Programs in Manitoba

The literature review noted:

- Net Geners are currently between the ages of 11 and 31 indicating that many current teachers and new graduates from Education faculties in Manitoba are 21<sup>st</sup> century learners.
- Although Net Geners seem technologically savvy, they may not possess information literacy skills.
- Inquiry based learning is as an excellent way to teach information literacy skills to 21<sup>st</sup> century learners.

Implications:

- Teacher candidates would benefit from the inclusion of an information literacy course in their program of studies.
- Teacher candidates would benefit from the inclusion of an inquiry-based learning course in their program of studies.
- Teacher candidates would benefit from learning how to work with a teacher-librarian on a collaboratively planned and taught inquiry-based learning experience.

#### Implications for Manitoba School Divisions

The literature review indicated:

- In many cases qualified teacher-librarians demonstrate expertise in areas such as instructional leadership, knowledge of inquiry-based learning and information literacy and providing professional development to teachers.

Implications:

- All stakeholders would benefit from having a qualified teacher-librarian in every school.



- All stakeholders would benefit from having a qualified teacher-librarian at the divisional level to address the information literacy needs of the school division as a whole.

#### Implications for Teacher-Librarians in Manitoba

The literature review established:

- Teacher-librarians are qualified teachers with previous successful classroom experience.
- Teacher-librarians need additional qualifications to be effective in their job.
- Qualified teacher-librarians are often instructional leaders who model best practices.
- Qualified teacher-librarians are often professional leaders who provide professional development opportunities for school staff.

Implications:

- Teacher-librarians would benefit from developing a personal professional development plan that allows them to gain

expertise with inquiry-based learning, information literacy skills in the 21<sup>st</sup> century, and the needs of 21<sup>st</sup> century learners.

- Teacher-librarians would benefit from staying abreast of current literature. See Appendix F: Selected Professional Resources for Teacher-Librarians.
- Teacher-librarians who may not already have a certificate, diploma or Master's degree in teacher-librarianship would benefit from seeking out higher learning opportunities related to their teacher librarian role.

#### Implications for the Manitoba School Library Association

The literature review showed:

- A qualified teacher-librarian has additional training in school-librarianship and information literacy as well as successful classroom experience.

Implications:

- Teacher-librarians in Manitoba would benefit from a definition of "qualified" within the contexts of the situation in

Manitoba which was then shared with Manitoba Education and Literacy and senior school division staff.

- Teacher-librarians in Manitoba would benefit from a Teacher-Librarian Certificate program that would allow them to obtain the qualifications for their job through targeted professional development combined with university course work, similar to the Level 1 Administrator's Certificate.

#### Final Thought

The two most important things I learned from this inquiry are that the role of the teacher-librarian in the education system of the 21<sup>st</sup> century is an essential one and that a strong case can be made for having teacher-librarians in every school in Manitoba. 

Christine Robinson is a teacher-librarian at Chief Peguis Junior High. She was the co-chair for the 2011 MSLA SAGE Conference.

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# Wayoata's Battery Recycling Project

## Update

By Sherry Gibson and Laurie Geschiere

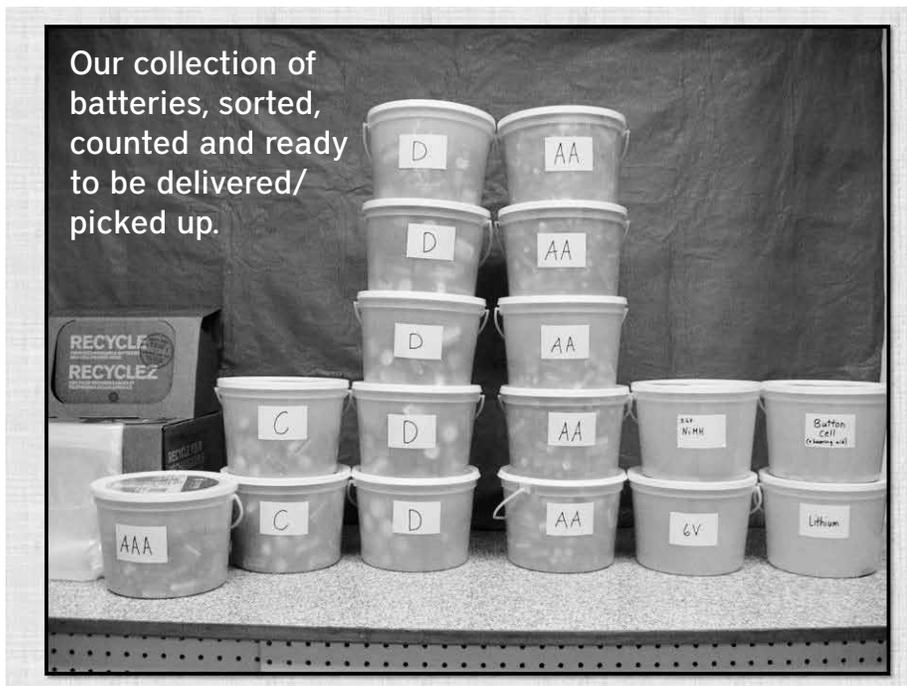
TWO YEARS AGO, A COLLABORATIVELY planned inquiry with grade 2 students focusing on Canada's natural resources and the environment took an interesting twist when a guest speaker was near the end of her presentation on water. She mentioned that hearing aid batteries often end up in the garbage and may get consumed by animals causing sickness and

death. All eyes were soon on their teacher whom they have seen do just that...throw her used hearing aid batteries in the garbage! One thing led to another and after some investigation, we determined that battery use and disposal would be an interesting topic to tackle...our students were hooked, and so began our refocused inquiry. Students learned about batteries,

gathered data about battery usage at home and school, and looked into what happens when batteries are disposed. We were surprised at how many batteries we use and how many of them end up in the landfill, likely polluting the soil and water. We discovered that in Manitoba rechargeable batteries could be sent for recycling but the recycling of single use (non-rechargeable



The student created poster that local businesses agreed to post, supporting battery.



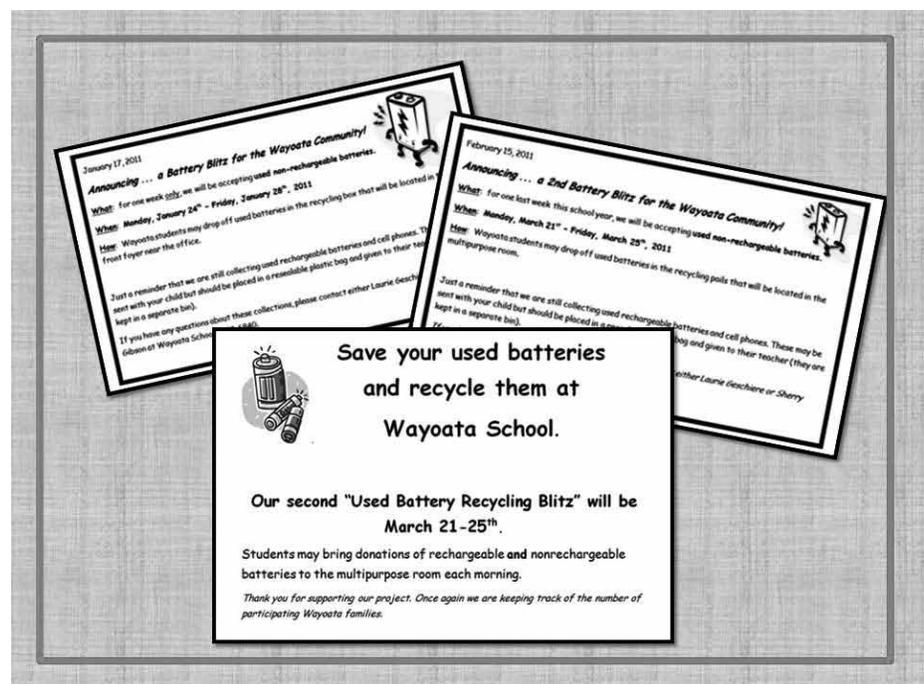
batteries) would cost us money. Students put their new found knowledge to use by making posters and mascots and a PowerPoint highlighting our 'learning journey'. In June of that year we (two grade 2 students and ourselves) presented our PowerPoint to the superintendent and the board of trustees of our school division. Permission was granted to pilot the collection of batteries at our school (for recycling) for the 2009–10 school year.

Our pilot year was a success—we collected used batteries from Wayoata School families and used the Call2Recycle program for rechargeable batteries (at no cost) and Westrock Battery for non-rechargeable batteries (at a cost—note that they decided to waive the fee) and we were successful in our application for an Education for Sustainable Development Grant (ESD) through Manitoba Education to be used in the 2010–11 school year. A write-up about our work appeared in the spring 2010 MSLA Journal (Vol. 37, #3).

Much has happened since the article about our battery recycling project appeared in the journal. This year alone, more than 2,300 batteries were collected from our

school and community (almost twice as many as last year with twice as many families taking part, too). More importantly, word is spreading about the importance of recycling batteries. Highlights from the 2010–11 school year follow.

Our Education for Sustainable Development Grant (referred to in the previous article) was accessed this school year, allowing the two of us to work with the grade 4 and 3–4 classes and their teachers to plan and offer a half day Environment Event in April. Mary from the Green Action Centre helped kick-off the half-day event and stayed to take part as an activity leader (Mary was the guest speaker that sparked our original inquiry back when these students were in grade two). The kick-off included two short videos about recycling batteries and the PhotoStory of our inquiry project from two years ago. Following the kick-off, students spent the rest of the morning rotating through a selection of activities, including: making recycling signs for our school's regular recycling program; making battery recycling signs for our school and community; sorting, counting and graphing batteries collected through the year; exploring the web to learn more about batteries and recycling by completing a teacher-made scavenger hunt; and an investigation into water pollution. Items that the students created during the morning were then put to use.



Samples of announcements used in our school newsletter and website.

At our school-wide Earth Day assembly, these students reviewed our school's recycling guidelines using the signs and posters they created for our recycling centre and for the recycling bins throughout our school.

After listing potential places in our community for our battery recycling signs to be posted, a small group of students (accompanied by the 2 of us) visited local businesses with a letter explaining our battery project. Each of the 10 businesses we visited agreed to post a sign.

Signs made for the battery collection box at Kloos Demolition and Hauling (one of the companies in the city that takes all batteries for recycling at no cost) were posted, as were signs for two mini temporary collection boxes for batteries – one for our school's office (for batteries that get dropped off outside of our planned collection times) and one for our school division's main office.

Students helped compose a letter to our superintendent to provide an update of our battery recycling project and to ask about expanding the collection of batteries to other schools within the division. The response was favourable and this July, our superintendent invited all school administrators in our division to register with Call2Recycle and to begin collecting used batteries. The recent decision by the province of Manitoba giving Call2Recycle approval to handle the collection of all consumer batteries in our province (rechargeable and single use) will help make the collection easy!

We hope that participation in this project has inspired each of our students to continue to take an active role in their learning and to continue to do their part to help the environment. As we've said throughout the project, "One Earth, let's work together to make it happy, healthy and safe!"

Sherry Gibson is the Teacher-Librarian and Laurie Geschiere is the (newly retired) grade 1 teacher at Wayoata School in the River East Transcona School Division, in Winnipeg.

## Videos

[www.erp-batteries.co.uk/schools/](http://www.erp-batteries.co.uk/schools/)

- scroll down for the short video explaining battery recycling in the UK produced by the European Recycling Platform; worth browsing the site for other battery recycling information as well

<http://videos.howstuffworks.com/planet-green/36637-g-word-battery-recycling-video.htm>

- a short video about batteries being recycled produced by Planet Green

## Contacts

[www.call2recycle.ca](http://www.call2recycle.ca)

- information about battery recycling and how you can get started (collection box, pickup and delivery are provided at no cost once you are registered); contact Barb Zabinsky, Program Coordinator for Call2Recycle for more information by email at: [bzabinsky@call2recycle.ca](mailto:bzabinsky@call2recycle.ca)

[www.greenactioncentre.ca](http://www.greenactioncentre.ca)

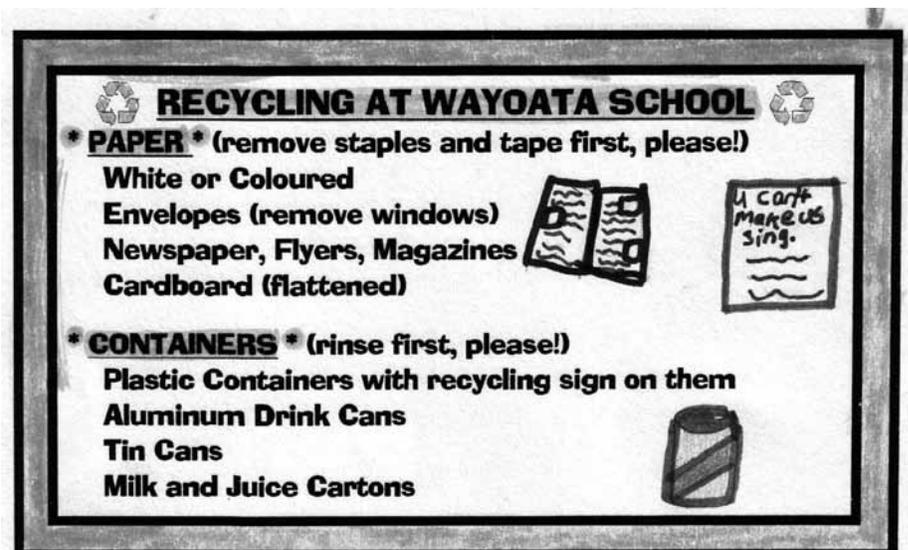
- information related to the environment; click on the "Programs" tab for the Environmental Speakers Bureau to book a guest speaker for your class

[www.edu.gov.mb.ca/k12/esd/index.html](http://www.edu.gov.mb.ca/k12/esd/index.html)

- Manitoba Education's, Education for Sustainable Development (ESD) website



All donated batteries (rechargeable and non-rechargeable) can now be collected through the Call2Recycle program at no cost to the school.



# MSLA 2011 SAGE Conference

## Canadian Authors: Empowering Young Minds

By Vivianne Fogarty, President MSLA

OUR 2011 SAGE CONFERENCE WAS HELD ON October 21, 2011 at Chief Peguis School in River East Transcona School Division. Our conference this year focused on authors. This year's theme was Canadian Authors: Empowering Young Minds. Our presenters included our keynote speaker Deborah Ellis and several local authors and artists—Martha Brooks, David Alexander Robertson, Colleen Sydor, Rae St. Clair Bridgman, Robert Freynet and A is for Effort (Dawn Knight and Steve Holbrow). Linda Prystupa-Cyr also presented on the Information Book Awards.

Lunch was on site and provided by San Vito coffee house. San Vito promotes and sells fair trade products like Costa Rican coffee and also supports education in Costa Rica. The food and beverages were fantastic! Most of our extra food (salad and bagels) were donated to Siloam Mission in Winnipeg. They were very grateful for our donations.



Rae  
St. Clair  
Bridgman

Our keynote speaker Deborah Ellis discussed her experiences and research she has conducted all over the world to write her books. We heard about her first hand experiences with youth, women and people in general in places like India, Afghanistan, the Middle East and Africa. Not only did she tell us of her experiences and about the books she has written, but she questioned us as educators to reflect on our beliefs. Did we think that we would ever see a world without war? Unfortunately, not many hands were raised. We could argue about the semantics of that question, but I think that Deborah was trying to raise a point. The point being that we need to believe that world peace is possible. We need that hope and belief to inspire, nurture and teach that peace is possible each and every day, everywhere with our students. I think her presentation was effective in terms of making us think how we can make a difference each and every day with our students.

In the smaller breakout sessions, Deborah discussed how we approach and teach our students in the traditional way of producing productive citizens. By starting with a different viewpoint of creating and promoting world peace, how would our teaching and schools be different? By involving the audience, we heard how various educators and schools were already do-



Keynote  
speaker  
Deborah  
Ellis

ing this and what we might do differently to integrate this philosophy seamlessly into everything we do.

In the various breakout sessions, we learned and heard from a variety of authors, artists, teachers and publishers. Participants at our SAGE conference learned about using graphic novels in their classes and how they can be a very powerful tool. David Alexander Robertson discussed his graphic novel series *7 Generations* and *The Life of Helen Betty Osborne*. According to a high school teacher librarian, the *Helen Betty Osborne* book and the *Generations* series should be used in Canadian History and they are particularly relevant to teaching about residential schools. The session was dynamic and practical and the books were powerful and inviting tools for learning.

Rae Bridgman shared her insights into literary tourism, inspiration and imagina-

tion she uses in her kids' fantasy books. Colleen Sydor, author of picture books and young adult literature discussed her experiences of getting published and her personal writing process. Martha Brooks has a long established career as an award-winning author. Her session focused on the magic of the written word and making it feel like real life. Linda Prystupa-Cyr used our SAGE conference day to explain, highlight and promote the finalists in the Canadian Information Book awards. Participants also voted on their favourite books with these votes counting as part of the award. Brilliant use of promoting some great non-fiction and participating in the voting process of this award! Participants enjoyed the Book Blitz provided by our Association of Manitoba Book Publishers. This was a great way to see what local publishers have produced and how they fit in with library and classroom needs. Established Manitoba artist and writer Robert

Freynt shared his numerous pieces of carefully researched artwork that he has created and used in his historical graphic novels. Through his patience and guidance in a hands-on workshop, we learned how to draw various facial expressions, body positions and angles, and drawing from different viewpoints. Dawn Knight and Steve Holbrow from *A is for Effort* were busy sharing their comical, entertaining and creative methods and madness. Songwriting, parody and spoken word poetry were introduced to participants in this engaging session.

Colleen Sydor



Thank you to all the publishers and organizations that also came to set up at our conference and share their books and resources.



Linda Prystupa-Cyr leading the Information book awards voting.

- EDU Reference Publishers Direct Inc. (Bill Hryhorczuk)
- Follett International (Ed Choboter)
- Métis and Aboriginal Books (Dan Dowbenko)
- Perma Bound (Kerry Kuran)
- Saunders Book Company (Victor Forsythe)
- Scholastic/Portage & Main (Ian McGowan)
- United Library Services (David Larsen)
- Whitehots Canadian Library Services (Dennis Grywinski)
- World Book (Kerry Kuran)
- Association of Manitoba Book Publishers (Karen San Filippo, Project Coordinator)
- Instructional Resources Unit, Manitoba Education, Citizenship and Youth (Nancy Girardin, Information Specialist IRU)
- MYRCA

Special thanks to Kathleen Atkin for organizing all these participants.

Thank you and congratulations to our SAGE conference organizing committee—Christine Robinson - Chairperson, Jeff Anderson—co chair, Kevin Mowat, Paulette Leclerc, Kathleen Atkin and Claudia Klausen. Thank you to all the members



**Martha Brooks**

of MSLA and RETSD staff who helped out with the set-up, session introductions, driving presenters, conference take down, registration table and conference registrations. With all the hands that helped out, the huge job of hosting a conference was accomplished. Thank you to Chief Peguis School for the use of their facilities and to

the students and staff of that school who also helped out before, during and after the conference. Thank you to all of our presenters for sharing your insights and expertise in your craft. Last but not least, thank you to all the people who came out to support our MSLA SAGE conference. Whether you were a teacher librarian, library technician, teacher, educational assistant or administration, your participation and attendance was extremely important and vital for this day to happen. SAGE conferences are teachers working to educate educators. By taking the time to register and attend a SAGE conference, you have demonstrated with your time and money that you value this educational experience. We at MSLA thank you for doing that!

We hope you enjoyed your professional development day and that it provided some food for thought!

Video highlights and selected handouts from the MSLA 2011 SAGE conference are available on the MSLA website at [www.manitobaschoollibraries.com/professionalresources.htm](http://www.manitobaschoollibraries.com/professionalresources.htm). 



**A is for Effort:  
Dawn Knight and  
Steve Holbrow**

# ManACE Social Justice Grant

## Helping the Students of Kenya One Drip at a Time

By Jo-Anne Gibson, Teacher-Librarian, Acadia Junior High School

AS THE TEACHER-LIBRARIAN AND ONE OF two school-wide enrichment coordinators in the 2010–11 school year at Acadia Junior High School, many educational opportunities passed by my desk seemingly on a weekly basis. It takes many hours to sort through these opportunities and decide which ones are worthy of pursuing. When determining a worthwhile enrichment learning experience, I look for real-life projects that allow students to examine various topics from the regular curriculum in depth thus allowing their passions to “run wild.”

One such project that fit this criteria was the ManACE Social Justice Grant. Its goal of promoting social justice through technology fit well with the Manitoba grade 7 social studies curriculum which focuses on “the study of people in relation to each other and to the world in which they live” (Manitoba Grade 7 Social Studies: People

and Places in the World: A Foundation for Implementation, p. 3) and the Manitoba LwICT Continuum.

To apply for the grant, students are required to submit both a digital presentation that would convince a panel of judges that they have the best idea for using the \$1,000.00 grant money to help a school in need, and a written application that describes their learning experiences and the project including a plan of action, budget and timeline. Given that I didn’t start investigating the possibility of working on this grant with my students until November, I decided to aim for the April intake period rather than the first January deadline. My school fit into the middle school (5–8) category; other categories include early years (K–4) and senior years (9–12).

### Student Selection

My first task was to identify the students who would take part in the ManACE Social Justice Grant project. Although the project could be accomplished in a class setting, I decided to ask each of our grade 7 social studies teachers to select two students from their classes who demonstrated a keen interest in social justice issues as they worked through the curriculum. As a result, I had the pleasure of working with fourteen caring students on a pull-out basis for twelve weeks from January until March on a project that became more and more meaningful to them as time went on.

### Topic Selection

The project began with my students examining the definition of social justice and identifying areas around the world where social justice issues for school-aged children were particularly troublesome. After tossing around many ideas, the students settled on trying to help students in Kenya, whom they had learned in their individual social studies classes, suffer from a lack of clean water.

Although the students didn’t know it at this point, one of the science teachers at our school, Mrs. Betty Anne Kiddell, had travelled to Kenya for the past three summers with an organization called Education Without Borders [www.education-withoutborders.ca](http://www.education-withoutborders.ca). So I asked her to speak to my students about her experiences in Kenya and the problems associated with not having easy access to clean water. As expected, Mrs. Kiddell proved to be a valuable resource throughout the project.



Drip irrigation before

She is currently a member of an organization called Project Kenya Sister Schools <http://projectkenya.ning.com/> which links Canadian schools with schools in Kenya. When my students learned from Mrs. Kiddell that our school has been sponsoring a student from our official PKSS sister school, Loise Secondary School for Girls in Nanyuki, Kenya for the past three years, they couldn't wait to dive whole-heartedly into the project.

### The Learning Process

After choosing a topic, my students and I decided to divide our group of fourteen students into four smaller groups, each responsible for researching a different aspect of the project. We used a wiki <http://acsocialjustice7.pbworks.com/w/page/33736644/FrontPage> to gather and share the information between all the groups. The students' research focused on the following areas: information about Kenya and our sister school, diseases caused by a lack of clean drinking water, the reasons for water shortages in Kenya and current water projects in Africa.

One of the most important things that the students learned from Mrs. Kiddell and in their research was that there is an organization called the Ol Pejeta Conservancy whose aim is to improve the lives of both the people and animals in Kenya [www.olpejetaconservancy.org](http://www.olpejetaconservancy.org). With the money they raise by protecting the animals and increasing ecotourism in the conservancy, Ol Pejeta is able to support various educational and community projects in the area. One of their many projects is to help develop ways to bring clean water to their community and various schools in their region of Kenya. Our sister school, Loise Secondary School for Girls, is one of several schools located in the same area as this conservancy.

To find out more about the Ol Pejeta Conservancy water projects, we contacted the director of the conservancy, Paul Leringato, by email. He gave us the name

of the education director of the Ol Pejeta Conservancy, Patrick Waigwa, who wrote in an email to us about three major water projects they are currently working on: water tanks for schools, water tanks for families within the community and drip irrigation systems.

We decided the best way to find out what our sister/partner school needed in terms of water was to Skype Patrick Waigwa and the students at Loise Secondary School for Girls. (You can see part of our Skype session with Loise School at: <http://projectkenya.ning.com/group/acadiajuniorhighschool>).

In this conversation, my students learned that Loise School has access to the town's water supply so their water shortage is not as severe as another school in the area, Tigithi Secondary School which does not have this type of access. Patrick Waigwa suggested that one of the ways my students could make a positive difference in the lives of students in Kenya would be to purchase a drip irrigation system for the Tigithi Secondary School. Such a system would allow more food to be grown for the students which is a necessity if they wish to remain open. A drip irrigation system consists of a water tank and a series of pipes that are laid out on the land and allow for a slow "drip" to irrigate the crops. Mr.

Waigwa sent us these pictures of an irrigation system so the students could see firsthand how much of a difference this type of system can make to a crop:

With a little more research, my students discovered that for \$1,000.00, the Ol Pejeta Conservancy could purchase and build a drip irrigation system for Tigithi Secondary School so this became the focus of their digital presentations and written application.

### Digital Presentations and Written Application

Continuing to work in four small groups, my students created four short video presentations using Microsoft MovieMaker outlining how they would spend the \$1000.00 grant money if they were to win the ManACE Social Justice Grant. Scripts were written, scenes were shot and many hours of video editing took place in order to bring the videos to fruition. The first video focused on an interview the students completed with Mrs. Kiddell which provided background information about Kenya; the second video focused on the differences between the water treatment facilities in Winnipeg and those in Kenya; the third video contrasted the water usage in a typical day for a Kenyan student and a Canadian student; and their final video



Drip irrigation after

was a “rant” which talked about the injustices of the water shortage in Kenya and what students can do to help.

After completing the videos, the students then worked on completing the written application form. Included in this form was information about their experiences collaborating with their partnering school, a description of the project, and a plan of action including a timeline and a budget.

### Helping the Students of Kenya One Drip at a Time

Needless to say, my students were thrilled to hear that their project, “Helping the Students of Kenya One Drip at a Time” was selected as one of three ManACE Social Justice grant recipients for the April 2011 intake period. Upon hearing the

news, both Mrs. Kiddell and Patrick Waigwa told the students that their \$1,000.00 contribution toward building a drip irrigation system for Tigithi Secondary School would have an enormous impact on the school’s ability to feed its students and thereby allow it to stay open more consistently throughout the year. They said that winning \$1,000.00 for Kenya was like winning a million dollars in Canada. It would make that much of a difference. Plans are currently underway to have the drip irrigation system purchased and built by the Ol Pejeta Conservancy in the summer of 2011.

As a teacher, I cannot stress how much of a learning experience participating in the ManACE Social Justice Grant project was for my students at Acadia Junior

High School. From social skills like empathy and collaborating to reach a common goal, to intellectual skills such as research and inquiry, to technology skills that were needed to be able to work on the wiki, to Skype and to create the video, this was an amazing project to be a part of. A big thanks to the board at ManACE for developing such a powerful learning experience for our students in Manitoba and at the same time, helping students around the world who face social justice issues on a daily basis.

For more information about the ManACE Social Justice Grant and how you can get your students involved, please see [www.manace.ca](http://www.manace.ca). 





# MSLA Archives Project

## Honouring our Past

OUR ARCHIVIST, GERALD BROWN, HAS BEEN WORKING DILIGENTLY ON A multi-faceted archives project in order to preserve the history of the MSLA and honour those who have contributed to the success of the MSLA and school libraries in Manitoba.

The first part of the archives project includes gathering all the MSLA, MSLAVA and related records for school library and information services from 1980 to date and organizing them chronologically. This includes organizing several cartons from the CIC conferences of 1984, 1990, 1994 and 1998. Some documents prior to 1980, which were not included in previous compilations and indexing, have also been collected. A complete set of the MSLA Journal has also been acquired and is being indexed by person, place and event or subject. Duplicate copies of various issues have been provided to complete the files of this periodical at the Department of Education, University of Manitoba and Red River College Libraries. As part of the archives project, three additional activities have also been undertaken. These include:

### 1. School Library Educators in Manitoba

This list contains the names of 40 individuals who contributed to the education and training of school library personnel in the province at various locations.

It includes: (1) Name of instructor, (2) Base institution from which this individual worked, (3) Courses names taught, (4) dates when this was done, and (5) locations.

### 2. Manitoba School Libraries: Leaders & Pioneers

This list identifies approximately 70 individuals who have provided leadership in the province in such capacities as:

- (1) Supervisor & Consultant Services, Dept. of Education
- (2) MSLAVA & MSLA Presidents
- (3) MSLAVA & MSLA Journal & Newsletter Editors
- (4) MSLAVA & MSLA Honorary Life Member
- (5) MSLA Distinguished Service Awards
- (6) MSLA Teacher Librarian of the Year
- (7) School Library Educators in Manitoba
- (8) CASL President & Secretary
- (9) CSLA, AMTEC & CASL Awards

### 3. School Library Leaders in Education Manitoba

This list includes 16 individuals who served as leaders in development of school library and education media support at the provincial level has been compiled.

The current executive of the MSLA would like to take this opportunity to thank Gerald Brown for his tremendous work and the countless hours he has donated to the MSLA in order to preserve the history of our proud organization. We would also like to thank all those who have come before us and have contributed to the ongoing success of the MSLA and school libraries in Manitoba. 📖

SCHOOL LIBRARY EDUCATORS IN MANITOBA				
Instructor	Base	Subject	Date(s)	Location
				2011.05.03
				p. 1 of 2
<b>Full Time</b>				
Chapman, Geoff	U of M	All	1968-73	
Ganske, Lou	U of M	EMS	1972-77	
Hlynska, Denis	U of M	EMS	1968-	
Holland, Gordon	U of M	EMS	1972	
Jenkinson, David	U of M	All	1973-2009	
Welsh, James	U of M	EMS	1973-2008	
<b>Sessional / Part time / Summer &amp; Winter sessions</b>				
Angel, Michael	MB Edn	School Libraries	1973, 78-78	Undergrad
Aquino, Chuck	Syracuse	EMS	1970	
Baptist, Jean	WSD	O & A	1983	
Bolick, Marjorie *	Ottawa	O & A	1970	
Brown, Gerald	WSD	Curric. Resources	1972	BU Roblin
Brown, Gerald	WSD	Curric. Resources	1973	U of M Morden
Brown, Gerald	WSD	O & A, CYA, RIS, EMS	1969-1994	
Brown, Quentin	U of M	EMS	1992	Basic Media Exp
Cohen, Reesa	St Vital	CCL	2003	
Cohen, Reesa	St Vital	Children's Literature	1997	Sagkeeng Nation
Cohen, Reesa	St Vital	Children's Literature	1998-2007	
Cohen, Reesa	St Vital	IL	2002	
Cottingham, Kay *	U of M	School Libraries	1964	Brandon
Davis, Virginia	MB EDN	C & YA	1971-75	
Dewar, Chris	WSD	C & YA	1986	
Doyle, Edith	WSD	Ref & IS	1991-92	
Dueck, Judith	WSD	O & A	1990-93	
Dupont, Ephrem	SBC	School Libraries		St. Boniface College
Eaton, David	B U	EMS	1969-95	Brandon
Eaton, David	B U	EMS	1969-95	Rural Western MB
Enns, Earl	Photograph	EMS	1989	Basic Media Exp
Fernandez, Tony	MSU	EMS	1976, 78	Basic Media Exp
Florence, Nan*	WSD	Ref & IS	1967-1972	
Glaser, Margaret*	B U	Children's Literature	1969-1971	Brandon
Glaser, Margaret*	B U	School Libraries	1970-1972	Brandon
Greaves, Harry*	Toronto	O & A	1971	
Green, Kenn	IUN	EMS	1970-71	Cranberry Portage
Green, Kenn	U of M	EMS	1970-83	Various sites
Green, Kenn	B U	EMS	1989-91	Brandon PENT
Hunt-Budyk, Phyllis	U of M	Ref & IS	1982	
LeGras, Yolande	WSD	French Children's Lit	1988	St. Boniface College
Miller, Marilyn	WMU	C & YA	1976	
Mustard, Mary*	U of T	O & A	1958	WPL
Neufeld, Anne	U of M	EMS	1978-84	Basic Media Exp
<b>SCHOOL LIBRARY EDUCATORS IN MANITOBA</b>				
				2010.09.14
Instructor	Base	Subject	Date(s)	Location
				p. 1 of 2
Nornie, Helen	WSD	C & YA	1991-2001	
Park, Robert	Ft. Garry	O & A	1972-78	
Piper, Bob	Ft. Garry	RIS, Automation	1974-75, 95	
Poustie, Barbara	RESD	C & YA	1978	Snow Lake IUN
Poustie, Barbara	RESD	C & YA	1976 & 80	
Robertson, Helen*	WPL	C & YA	1967-70	
Stimson, Margaret	ASSD	IL	2002	
Trail, Susan	WSD	O & A	1988	
Trail, Susan	Shilo	Ref & IS	1987-89	Brandon
Zarfas, Cathy	WSD	C& YA, O&A, RIS	1977-1985	
<b>LEGEND</b>				
*	Deceased			
ALL	Full program at that time - C&YA/ R&IS / O & A			
ASSD	Assiniboine South School Division # 3			
B U	Brandon University, Faculty of Education			
CCL	Canadian Children's Literature			
C & YA	Children's & Young Adult Literature			
Curric Res	Curriculum Resources			
EMS	A V Services; Instructional Media Services; Educational Media Serv			
Ft. Garry	Fort Garry School Division # 5			
IL	Creating Information Literate Students			
IUN	Inter-Universities North			
MSU	Michigan State University			
O & A	Organization & Administration			
Ottawa	Ottawa Public Schools System; Glebe Collegiate High School			
Ref & IS	Reference & Information Services			
SBC	St. Boniface College, Faculty of Education			
St. Vital	St. Vital School Division # 6			
Syracuse	University of New York, Syracuse			
Toronto	Toronto, District Board of Education			
U of M	University of Manitoba, Faculty of Education			
U of T	University of Toronto			
WMU	Western Michigan University			
WPL	Winnipeg Public Library			
WSD	Winnipeg School Division # 1			

Manitoba School Libraries - Leaders and Pioneers									
NAME	MB ED	MSLA	MSLA	MSLA	MSLA	MSLA	EDUCATORS	CASL	CASL
		PRES	EDITOR	HLM	DSA	TLY			
Angel, Dr. Mike	Supervisor 73-77						Director, RRCC		
Arkos, Helen						TLY 1997			
Baptist, Jean		Pres 81-82		HLM 95			UM 1983		
Beuhler, Peter		Pres 91-93							
Biebrich, Janice		Pres 05-07							
Birch, Joyce *		Pres 85-86						Sec 86-87	TLY 1990
Blackburn, Pat	Supervisor 79-85								
Bodner, Alison		Pres 99-00							
Brown, Gerald		Pres 70-72	ED 67-70	HLM 1992			BU 72; UM 69-94		MBS 1986
Campbell, Sandy			ED 92-95						
Cann, Bill		Pres 80-81		HLM 2009					
Chapman, Geoff							UM 1968-73		
Cohen, Reesa		Pres 90-91		HLM 2009			UM 1997-2007		TLY 1993
Cooper-Simon, Sheila		Pres 03-05	ED 99-08						
D'Arcy, Grace *	Supervisor 67-74								
Davies, Derwyn			Ed 71-72	HLM 2009					
Davis, Virginia	Supervisor 75-81						UM 1971-75		
Dewar, Chris		Pres 82-83		HLM 2009			UM 1968-73		
Dilk, Judy	Consultant								
Dueck, Judith	Consultant 87-88			HLM 2009		TLY 1994	UM 1990-93		TLT 1996
Dupont, Ephram							SBC		
Duprey, Sheila				HLM 2009	DSA 1996				
Eaton, David							BU 1969-95		
Faller, Sherry		Pres 07-09				TLY 2010			
Fay, Pat		Pres 02-03							
Florence, Nan		Pres 59-60		HLM 1978			UM 1967-72	Pres	TLA 1975
Folkerts, Arlis						TLY 2002			
Ganske, Lou		Pres 74-75							
Gartshore, Tom			ED 96-97	HLM 2009					
Gerber, Margaret			ED 92-95						
Gibson, Jo-Anne		Pres 09-11							
Glaser, Margaret							BU 1969-72		
Goldack, Janet		Pres 88-89							
Gordon, Irene			ED 96-98	HLM 2009					
Grafenauer, Pat					DSA 2007				
NAME	MB ED	MSLA	MSLA	MSLA	MSLA	MSLA	EDUCATORS	CASL	CASL
		PRES	EDITOR	HLM	DSA	TLY	BU / SBC/ UM / RRCC		AWARD
p. 2 of 2									
Green, Kenn							BU 89-91' IUN 70-71		
Guilbert, Norm				HLM 2009					
Hamilton, Gail		Pres 00-02							
Hersak, Gloria	Consultant 88-92	Pres 87-88		HLM 2009				Pres	MBS 2004
Hlynka, Denis							UM 1968-		
Hodges, Griff				HLM 2009					
Holland, Gordon							UM 1975-80		
Hunt-Budyk, Phyllis		Pres 72-64					UM19 92		
Hyde, Wanda				HLM 2009		TLY 1995			
Jenkinson, Dr. David		Pres 83-85	ED 75-76	HLM 2009	DSA 1999		UM 1973-2009		MBS 2004
Kelly, Barbara	Consultant 82-87	Pres 97-98		HLM 2009					
Keyzer, Cathy		Pres 86-87					UM 1977-85		
Larose-Kuzenko, M	Consultant 92-95	Pres 96-97		HLM 2009					TLY 1998
Lefteruk, Boris *			Pres 77-78	HLM 2009					
Lemoine, Doris	Consultant				DSA 1998				
Mabee, Jean			ED 83-852						
Marshall, Joan			ED 97-02						
Mowat, Kevin		Pres 93-94							
Norrie, Helen				HLM 2009	DSA 2002		UM 1991-2001		
Novak, Arnold							BU 1970-95		
Park, Robert		Pres 58-59					UM 1991-2001	Pres	
Piper, Robert	Consultant	Pres 94-95		HLM 96	DSA 2003	TLY 1993	UM1974-75; 95		
Potter, Bill				HLM 2009					
Poustie, Barbara	Consultant 92-95	Pres 95-96		HLM 2009		TLY 1998	UM 1976, 76, 80		TLY 1999
Renwick, Robert		Pres 89-90							
Robertson, Helen							UM 1967-70		
Rountree, Brian			Archivist	HLM 2009			RRCC	Sec 96-01	
Setter, Idella *	Consultant 83-84								
Soroko, Kris		Pres 02-03							
Stimson, Margaret		Pres 98-99	3 terms	HLM 2009	DSA 96/07		UM 2002		MBS 2007
Traill, Susan	Consultant 84-87	Pres 78-80	ED 80-82	HLM 2009			UM 88; BU 89	Pres 86-87	
Tooth, Dr. John	Director IRU	Pres. 76-77						Pres	MBS 1991
Welsh, James *							UM 1973-2008		



<b>School Library Leaders in Education Manitoba (Recognition Project 2011)</b>		
<b>ENGLISH SERVICES</b>		
Myrtle Lewis*	1917-56	Librarian
Frances Meilke*	1956-61	Librarian
Margaret Baldock	1961-70	Head, Education Library
Marietta Portigal	1971-73	Head, Education Library
Pat Bozyk	1973-75	Head, Education Library
Ganga Dakshinamurti	1975-76	Acting Head, Education Library
John Tooth	1976-	Co-ordinator, Instructional Resources Unit
Grace D'Arcy*	1967-74	Supervisor of School Libraries
Mike Angel	1973-77	Assistant Supervisor/Supervisor
Judy Dilk	1974-75	Consultant
Virginia Davis	1975-78	Consultant/Supervisor
Bob Piper	1977-78	Consultant
Pat Blackburn	1979-85	Consultant/Supervisor
Joan McLaren*	1982-	Director, Instructional Media Services
Barbara Kelly	1982-87	Media Consultant
Idella Setter*	1983-84	Consultant/Acting Supervisor
Susan Traill	1984-87	School Library Curriculum Consultant
Judith Dueck	1987-88	School Library Curriculum Consultant
Gloria Hersak	1988-92	School Library Curriculum Consultant
Barb Poustie	1992-95	School Library Curriculum Consultant
John Tooth	1996-	School Library Consultant
<b>FRENCH SERVICES</b>		
Sister Marie Melancon*	-	Director, Centre des ressources educatives francaises
Jeannette Bourgouin	1978	Director, Centre des ressources educatives francaises
Arsene Huberdeau	1982	Director, Centre des ressources educatives francaises
Doris Lemoine	1994	Director, Direction des ressources eduactives francaises
Huguette Dandeneau	2000	Director, Direction des ressources eduactives francaises
Lynette Chartier	2009	Director, Direction des ressources eduactives francaises
*Deceased		

# The Demise of the “Canadian Association of School Libraries” (CASL)

By Jo-Anne Gibson, Past President, MSLA

DESPITE CONCERNS OF THE SCHOOL LIBRARY community, the CLA Future Plan\* was overwhelmingly accepted by all those in attendance at the 2011 CLA AGM in Halifax in May. The future plan, which includes significant changes to the CLA's structure, was developed in response to the growing financial difficulties of the CLA. The major changes outlined in the Plan included:

- a concentration on national advocacy
- identification of major areas for advocacy efforts
- disbanding of Divisions and Interest Groups
- reduction in the governance structure
- introduction of Networks: grassroots involvement
- emphasis on strong relationships
- a streamlined and transparent budget
- improvements to the IT infrastructure

As a result of the vote in Halifax, all divisions of the CLA have now been disbanded and have been replaced with networks and advisory councils. The CLA executive council is now more streamlined with a president, president-elect, treasurer, three councillors-at-large and an executive director (non-voting). In order to form a network, there must be at least one “moderator” and ten individuals who are CLA members. Anyone, including non-members of the CLA, will be able to join networks of their choice once they have been established. None of the networks have executives; if the CLA executive deems a particular network worthy based on their membership and terms of reference, if needed, they will be given limited funds to work on short-term projects and then be

disbanded at the end of the project.

Any member of the CLA can propose that an Advisory Council be established. Generally speaking, however, advisory councils are meant to encompass issues that affect all library groups such as intellectual freedom, copyright and advocacy, and will therefore exist for longer periods of time than networks.

The final CASL AGM and Awards Ceremony was held on Friday, May 27, 2011. After the AGM, a group of interested school library leaders from across the country got together to discuss the future of a national school library body. It was decided to try to work under the new structure of the CLA for at least a year to see how things progress. Before leaving Halifax in May, this group made two proposals to the CLA executive:

## 1. CLA Advisory Committee Proposal

School library members of CLA propose that the CLA Executive Council establish an advisory committee concerning school library issues. This advisory committee will inform and support CLA response to media coverage, to educate the Canadian public about the role of school libraries and their professional staffing. It can also advise toward the continuous development of standards for school libraries and professional roles.

## 2. CLA Network Proposal

Network name: Voices for School Libraries Network

Moderator: Cindy Matthews (2 years), Linda Shantz-Keresztes (1 year)

Terms of Reference:

Interested membership will collaborate, communicate, support and promote understandings about school libraries. The network resources will include School Libraries in Canada (SLIC) online journal, School Library Information Portal (SLiP/PiBS), an online network, a national communication network. Actions will include facilitating and conducting research, publication of 'Copyright for Schools and School Libraries' and publication of the above online resources. This network will operate through online contact, three teleconferences in a year, and face-to-face meetings, when possible. Members of the network will participate in and promote the TD Reading Summit and National School Library Day, as national initiatives. The network will maintain contact with the CLASY (Canadian Libraries Are Serving Youth) and the Library Technicians and Library Assistants networks.

Whether the school library advisory council will be accepted remains to be seen; the network proposal will in all likelihood be accepted as it meets the criteria set out for establishing networks in the recently revised CLA constitution. Since the MSLA has an institutional membership, this allowed both the MSLA's president and past president's names to stand as two of the signatures needed to create the “Voices in School Libraries Network.”

The individuals that met in Halifax after the CASL AGM have been given various tasks



to move the school library network forward into the future. I have been given the task of coordinating the school library associations from across the provinces, much like the CASL-PAC from the former CLA structure. I will host at least two teleconferences over the course of the 2011–12 year so that these associations can share information, celebrate successes and support one another in their quest to improve school library services for all students across Canada. I have also been asked to coordinate a national and provincial school library day in October for all provinces. This will hopefully include a “Drop Everything and Read” national challenge that we hope all schools in Manitoba will consider participating.

It is the intent of the newly formed school library network is to keep the SLIP/PIBS portal (School Library Information Portal /le Portail d’information sur les bibliothèques scolaires) and SliC journal operational (School Libraries in Canada).

As well, the CASL Ning (with a slight name change for the “A”—possibly to “Alliance”), will continue to operate into the foreseeable future. It is the hope of the network that the Ning continue to be a place where information about school libraries from across the country will be shared and discussed. Credit for continuing these and other former CASL initiatives via the network needs to be given to two past presidents of CASL, Linda Shantz-Keresztes and Richard Beaudry, two former councillors, Cindy Matthews and Dianne Leong-Fortier, and the SliC editor, Derrick Grose.

In late October, it was announced that John Tooth, Coordinator of the Instructional Resources Unit at Manitoba Education and a recent MSLA Distinguished Service award recipient, has been elected to a one year councillor-at-large position with the CLA. There were eight people vying for this councillor position so we are thrilled that John has been elected! John

brings a wealth of knowledge about school libraries to this position and will undoubtedly serve the school library community well in his new role.

Please visit and make yourself familiar with these valuable school library websites in Canada and consider joining the CASL Ning today:

- SLIP: [www.clatoolbox.ca/slip/](http://www.clatoolbox.ca/slip/)
- Pibs: [www.clatoolbox.ca/pibs/](http://www.clatoolbox.ca/pibs/)
- SliC: [www.clatoolbox.ca/casl/slic/](http://www.clatoolbox.ca/casl/slic/)
- CASL Ning: [caslnetwork.ning.com/](http://caslnetwork.ning.com/)

\*The entire CLA Future Plan can be viewed at [www.clatoolbox.ca/CLAFuture/index.php/2010/10/18/proposed-cla-future-plan/](http://www.clatoolbox.ca/CLAFuture/index.php/2010/10/18/proposed-cla-future-plan/).



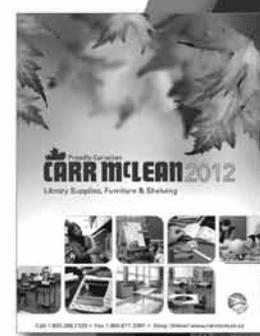
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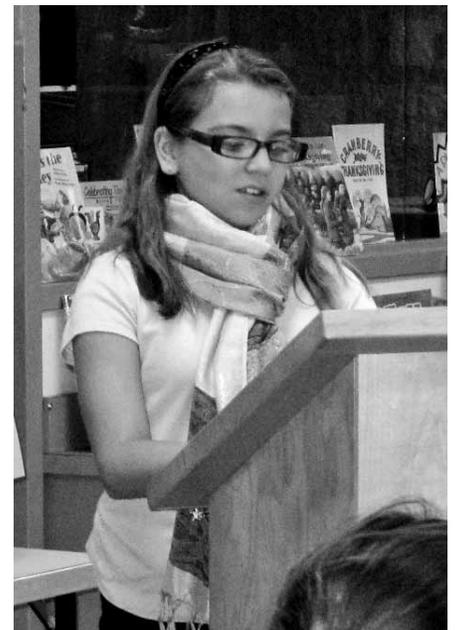
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# WCLR MYRCA Dinner

ON MONDAY, OCTOBER 3, THE WINNIPEG Children's Literature Roundtable (WCLR) hosted a presentation dinner with Manitoba Young Readers' Choice Award's 2011 winning author Norah McClintock. The event started with introductions by a student from John de Graf School. Then a delicious pizza dinner was enjoyed by the

58 attendees. Norah delighted her listeners with tales of unsolved crimes and murders. She admitted that she loves mysteries and gets her inspiration from these real-life situations. Living in Toronto, Norah's interest is often sparked with news stories, newspaper articles, and current events. She presented the background for some of

her novels, including her MYRCA award book: *Taken*. The evening concluded with book sales and autographs. Book draws and door prizes added fun and excitement to the day. Thank you Norah McClintock for entertaining us and piquing our interest in young adult literature! 📖

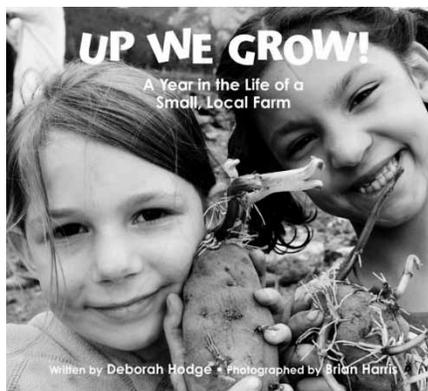
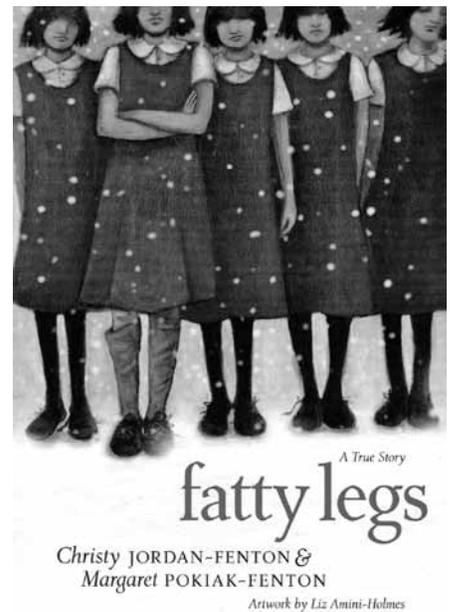
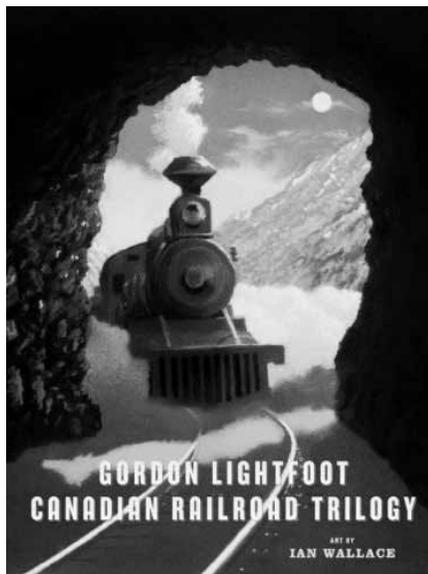
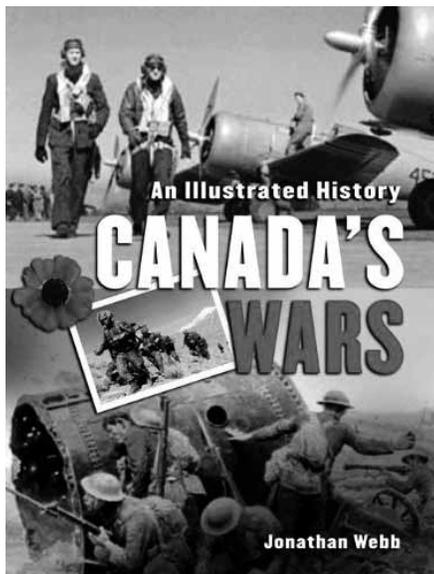
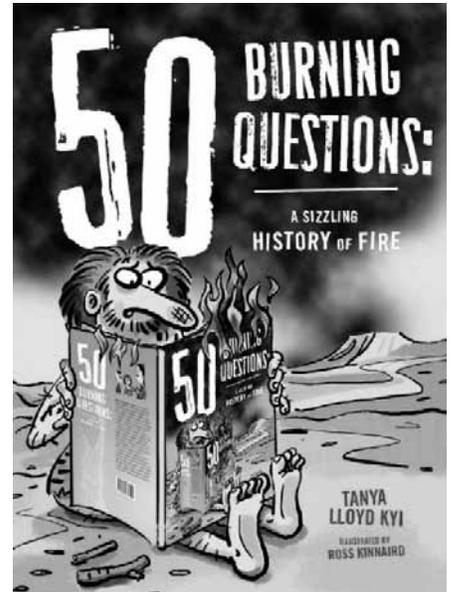


# Information Book Awards

A SESSION ABOUT THE INFORMATION BOOK Awards was presented at the 2011 MSLA SAGE conference. This award, sponsored each year by the Vancouver Children's Literature Roundtable (VCLR), recognizes the best Canadian information book, written by a Canadian citizen and published during the previous calendar year. The winning book, "arouses interest, stimulates curiosity, captures imagination and fosters concern for the world around us." Children's Literature Roundtables from across the country vote for their pick to win the award.

At the session, participants learned about the specific voting criteria. (This information is available on the VCLR website.) Then, book talks were given about each

of the five short-listed books. Next, participants had the opportunity to examine each book and to vote for their pick to win the award. These votes were tabulated, the top three books decided upon, and a final vote about the top three books decided the name of the book that the Winnipeg Children's Literature Roundtable has forwarded to the Vancouver Children's Literature Roundtable. The book selected is *50 Burning Questions: A Sizzling History of Fire* written by Tanya Lloyd Kyi (Annick Press). This choice has been sent to the VCLR on behalf of the Winnipeg Children's Literature Roundtable. The winner will be announced on Tuesday, November 15 on the VCLR website. 



# Acronyms of Interest to School Library Media Personnel

Compiled by G.R. Brown

\*No longer operational/combined with another group

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

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