

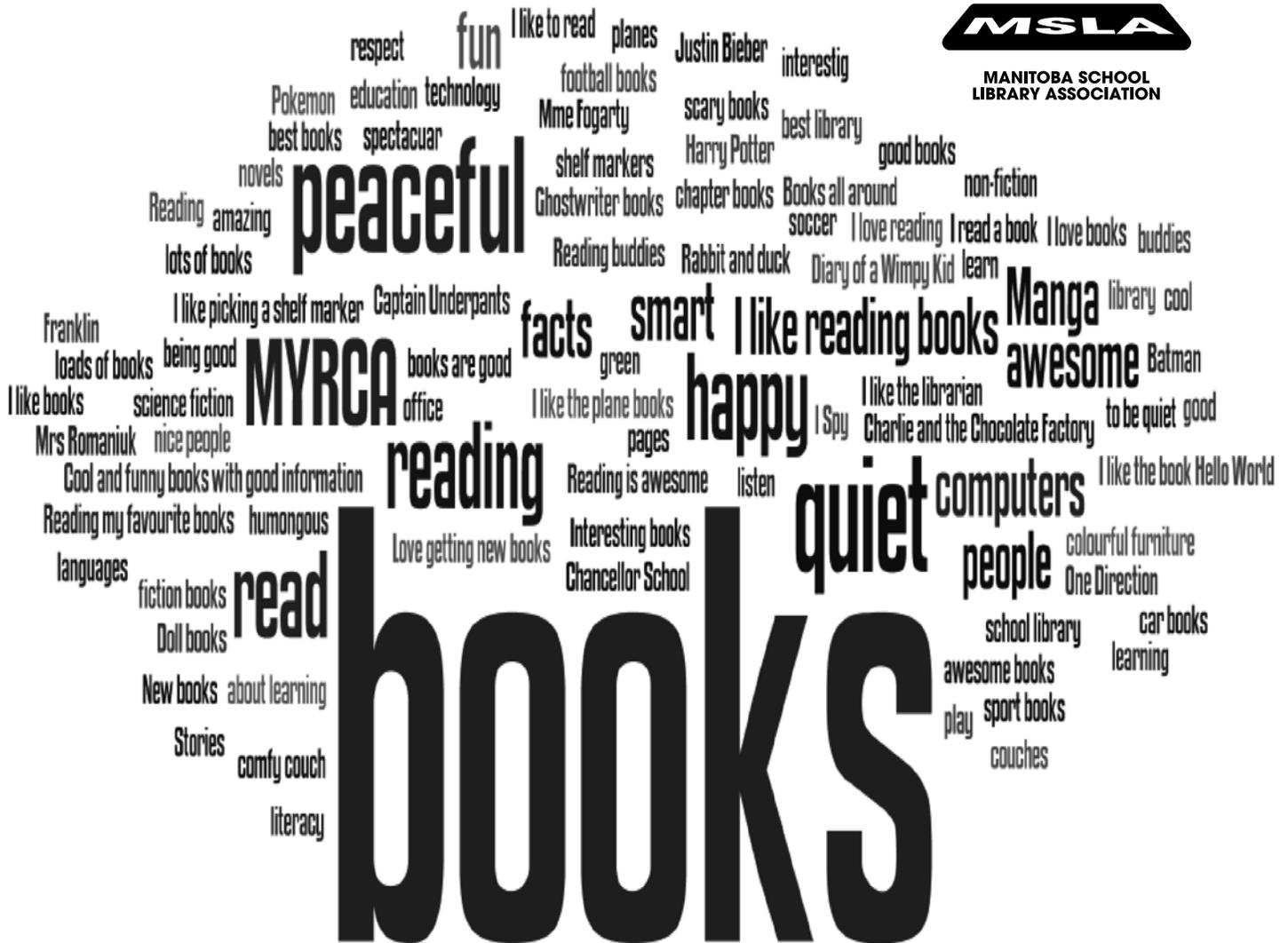
MSLA JOURNAL

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Fall 2012

**A is for Libraries...
Authors, Awards and Advocacy!**



MANITOBA SCHOOL
LIBRARY ASSOCIATION



Cover image thanks to
the students of Chancellor
Elementary School in the
Pembina Trails School
Division and their Teacher
Librarian, Vivianne Fogarty.

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Executive

Past President

Vivianne Fogarty, vfogarty@peminatrails.ca
Chancellor School: 204 261-9535 ext. 1550

President

Joyce Riddell, riddelljoyce@gmail.com
St. John's Ravenscourt School: 204 477-2449

President Elect

Jeff Anderson, jeffanderson@wsd1.org
Technical Vocational School 204 786-1401

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Niki Card, ncard@retsd.mb.ca
Sherwood School: 204 667-0413

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Emerson Elementary School (Days 1, 3, 5): 204 669-4430
Dr. Hamilton Elementary School (Days 2, 4, 6): 204 661-2500
SAGE Registrar's Mailing Address:
6701 Henderson Hwy, Gonor, MB, R1C 0E1

Standing Committee Chairs

Publications

Heather Eby, heby@peminatrails.ca
Linden Meadows School: 204 489-0799

Membership

Candice Phillips, cphillips@sjsd.net
Westwood Collegiate: 204 888-7650

Webmaster

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SAGE Conference Co-Chairs

Jeff Anderson, jeffanderson@wsd1.org
Technical Vocational School: 204 786-1401

Jonine Bergen, jbergen@stpauls.mb.ca
St. Paul's Highschool: 204 831-2319

Advocacy/Public Relations/Publicity

Jo-Anne Gibson, jagibson@peminatrails.ca
Acadia Junior High School: 204 269-6210

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DREF: 204 945-4813

Independent School Libraries

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Linden Christian School: 204 989-6730

International Association of School Librarianship (IASL)

Gerald Brown, browner1@shaw.ca

Manitoba Education & Manitoba Library Consortium (MLC)

Manitoba Teachers' Society (MTS)

Lia Baksina, Staff Officer
lbaksina@mbteach.org

Sherilyn Bambridge, Staff Officer
sbambridge@mbteach.org (bounces back)

School Library Administrators of Manitoba (SLAM)

Debbie Smith, dsmith@sjsd.net
St. James Assiniboia School Division: 204 837-5886 ext. 227

ManACE

Andy McKiel, amckiel@sjsd.net
St. James Assiniboia School Division: 204 837-5886 ext. 240

Winnipeg Children's Literature Round Table (WCLR)

Paulette Leclerc, pleclerc@retsd.mb.ca
Sun Valley School: 204 663-7664

Winnipeg Public Library

Karin Borland, KBorland@winnipeg.ca
Millennium Library



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President's Report

By Joyce Riddell

YES, WE USUALLY SAY L IS FOR LIBRARIES, BUT this issue is definitely all about A. From advocacy to authors and awards, we're covering A for libraries. Read about authors, consider colleagues that you could nominate for awards, or get your students reading the books nominated for the Manitoba Young Readers' Choice Awards.

If you have a colleague or an administrator who you would like to nominate for an award, check the MSLA website for the forms and handy rubrics at www.manitoba.schoollibraries.com.

Did you get to the MSLA and ManACE SAGE day, Embracing the Edge? Wow! What a supercharged day of excellent presentations. Huge thanks to everyone who helped! The day was a testament to team effort and collaborative work at its best. I don't think I'm the only one to give the day an A+. David Warlick redefined the basics

of education for us in his keynote address. Our work, he said, is about learning literacy—knowing how we learn, and teaching our students how they learn. He gave us the tip to learn something new every day. And he told us not to be afraid.

Here's an A word that's hit the library news a fair bit recently: archives. The federal government is cutting staffing for Library and Archives Canada under the belief that most of the material is available on-line and therefore is easily accessible. However, very little of the preserved materials in our national archives are available on-line. The cost to create digital files that are held in a secure manner and searchable is quite high, and requires trained staff to accomplish the task. With reduced staff and limited budgets, there is a very real risk that the history and culture of our nation will not be preserved and accessible through the coming generations. If that gives you

a shiver or makes you a tad angry, please do a little advocacy for the national library and archives by writing a letter, sending an email, or placing a call to your MP.

And let's think a little more about advocacy! Seriously, let's think about how we get our message out to the wider community. What do you share about what you do with the teachers on your staff? With your students? With their parents?

Your school library is a vital resource to the learning community. Use evidence based practices to help document the value your library provides to each and every member of your community. Provide your customers with awesome service, and remind them that it's a great value for the dollar. Dr. Ross Todd challenges library staff to build advocacy through awareness.

You are A class professionals. Be proud of all you accomplish. 



Editor's Message

By Heather Eby

ROSS TODD SAID IT BEST AT HIS WORKSHOP on September 20th... "Get the word out!" Now is the time for libraries and more importantly, teacher librarians to speak up and speak out about what we do for student achievement and academic success in our schools. I hope that this edition of your MSLA journal will be the start of many more to come that continues to share, highlight and celebrate all that we do to make learning fun, meaningful and visible in our school libraries.

Let me first introduce myself, my name is Heather Eby, your new journal editor. I am

enjoying my fourth year as a Teacher Librarian in the Pembina Trails School Division and my third year on the executive of the MSLA. With a change in position this year, I plan to continue with our previous editor's vision for an entertaining, dynamic and resourceful journal to accompany your membership with the MSLA. This edition should be no exception as we feature *Authors, Awards and Authentic Learning* as our theme for this fall's publication. Within these pages, you should find a fabulous idea to make the MYRCA program at your school come alive, students engaging

with real live authors and people in their community, along with highlights of our SAGE 2012 *Embracing the Edge* and other professional development opportunities that keep us at our best!

On that note, do you have something new, exciting and innovative happening in your library that you would like to share with fellow Teacher Librarians? Send me an e-mail at heby@pembinatrails.ca and we'll get it in our next edition!

"Showcase your professional capacity!"
— Ross Todd 

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The Widow's War
by Sally Gunning

The Widow's War by Sally Gunning, was on my must-read list this summer, assigned for this year's book club line-up. I found it to be a good choice, a historical novel with social significance that resonates today, and well-written compelling read.

The plot centres around Lyddie Berry, a respectable woman married to a whaler in the Cape Cod region of New England, in pre-revolutionary days. She is only 39, but has been married for 20 years and has buried all her children save one, a daughter, now herself a bride.

Lyddie is left to navigate widowhood when her husband perishes at sea. Hers is a difficult voyage, made more difficult by the legal, social and religious strictures, rocks and shoals put in her way as she tries to steer her way towards self-respect and independence.

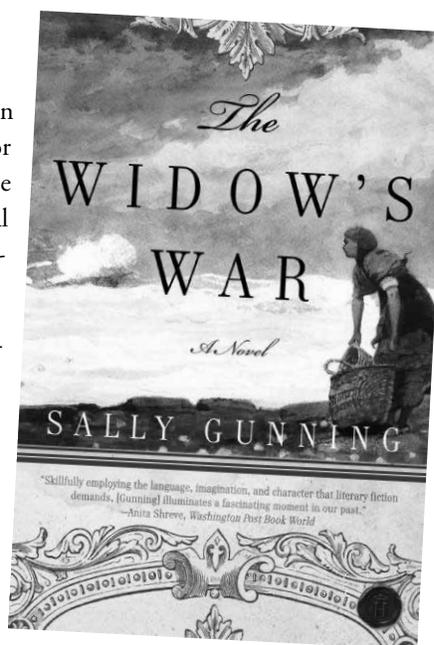


By Harriet Zaidman

After the initial grief wears off, Lyddie discovers her husband has bequeathed her care to her son-in-law, an acquisitive, callous man. He makes it clear she is a burden, adding to her sense of disbelief. More troubling is that she begins to realize the inequities in society, that simply because she is a woman she has no rights unless they are given to her by a man. A mumbling, seemingly old woman, Aunt Goss, who lives with Lizzie's friend, her keep paid for by a nephew but begrudgingly given, symbolizes her fate.

Lizzie is cast adrift not only from her family, but also from the entire society when she balks at the decisions her son-in-law makes. Her daughter opposes her. Her friend turns her away, afraid to be identified with a woman who challenges accepted norms. The church minister comes to warn her to turn off her seemingly godless path. People offer her their backs as she walks by. She hopes she has an ally in the town lawyer, an enlightened man who opines about freeing the slaves and other high-minded ideals. But when push comes to shove, he is as traditionally hide-bound as her outright detractors. She is alone. Her son-in-law means business:

Nathan must have had the inventory in hand and gone straight down the list, leaving her her dower and removing every other last item.



Lyddie stood in the keeping room and surveyed the empty floor...after a minute's quiet another possible motivation struck her. Nathan Clarke wanted her out of the house so he could sell it. The quickest way to get her out was to starve her out, and the quickest way to starve her out was to leave her with little of nothing to sell or trade. She looked around. She wasn't there yet, but she was closer.

Her industriousness is futile. The local merchants

will not buy the cheese she makes. She is reduced to fishing in the stream and foraging for morsels in the woods. Her life will soon become no better than that of the native people who inhabit the outskirts of town, from whom all ways of making a living and all dignity have been stripped. Her son-in-law and everyone else in town know it is only a matter of time until she must submit. At her worst moments she goes down to the sea, wondering how the husband who said he loved her could have seen her as chattel goods.

Lyddie symbolizes women in many societies, even today. Historical evidence proves that all of society makes giant leaps forward economically and socially when women are liberated from archaic, paternalistic laws, yet the attitudes still exist that women should have fewer rights by virtue of their gender. It's a case study we should reflect on at this time when hard-fought gains for women are in danger of being eroded under various guises.

The chapters are surprisingly short, but each one ended with a cliff-hanging incident or realization that threatened Lyddie's fortunes. *The Widow's War* is a realistic story, one that has been lived hundreds of millions of times by women all over the world. It's worth reading and learning from Lyddie's hard-fought battle. 📖

15 minutes for 15 years

By Ashley Tilley, Marketing Communications Specialist,
ABC Life Literacy Canada

JANUARY 27, 2013 MARKS THE 15TH ANNUAL Family Literacy Day®. Created by ABC Life Literacy Canada in 1999, Family Literacy Day encourages Canadian families to read and learn together.

As school librarians, we are big advocates for reading and learning. And while the majority of a child's day is spent learning at school, we know that it's important that the learning is not only continued at home but also encouraged by parents or guardians through daily teachable moments. Sure, parents tend to lead busy lives, but spending just 15 minutes a day engaged in a learning activity with children can provide huge benefits.

In honour of Family Literacy Day, ABC Life Literacy Canada offers librarians ideas on how they can celebrate with students—and how parents can get involved too:

1. **A picture tells 1,000 words!**

Stories can be inspired by many different things, such as a painting or photo. Give students a piece of artwork, and then have them take it home and write a story with their parents that centres around the illustration.

2. **Book time:** Organize a workshop for parents, offering tips and suggestions for reading and learning with their children, as well as activities to encourage learning in the home.

3. **Organize an alphabetical scavenger hunt:** Ask students to find as many objects as they can at home starting with the letter "A". Or, ask them to find one object beginning with each letter of the alphabet. Encourage parents to help them on their hunt!

4. **Dear Diary:** Ask students to create a family journal by interviewing family members and writing down favourite jokes and stories from siblings, parents, or Grandma and Grandpa.

5. **Read all about it!** Hold a reading contest where families are asked to keep track of (or pile up) all the books they read together as a family for one week. The family that reads the most together wins!

Family Literacy Day, taking place across Canada on January 27, 2013, is the perfect opportunity to encourage learning at home. For more information, including tips and activity ideas, visit www.FamilyLiteracyDay.ca. 



Family Literacy Day

Drum roll please...

Welcome to the MOSCARS!

A celebration of reading in conjunction with MYRCA books

By Chantal Fillion, Teacher Librarian, Van Walleghem School

EVERY YEAR, HUNDREDS OF STUDENTS IN grades 5 to 8 all over Manitoba take part in the MYRCA reading program. Every year a book is nominated as a favorite read by the students.

Why not involve your students further and hold an Oscar type event to celebrate reading?

4 years ago I was inspired by a colleague who held this type of event at her school to promote the MYRCA program.

She was kind enough to share how this type of book club would look like and possible guidelines to follow. I decided to take on the challenge of incorporating such an idea into my Library Reading Program. And so, in April 2010, the MOSCARS were born!



Here is *What to Expect in 90 days or less:*

MYRCA Books

1. Introduce the Manitoba Young Readers Choice Awards Books to your students from grades 5 to 8 by book talks or by using Powerpoint Presentation.
2. Get them excited about reading at least 3 books from the pre-selected list.
3. Monitor student reading by having class lists indicating progress or a school blog for discussion about the books being read.

Book Club

1. Start planning a MYRCA Book Club invitation to students by the end of January or early February.
2. Prerequisite is to have read at least 3 books from the MYRCA list. (This is not mandatory but it helps later down the road with the nominee selections.)
3. Decide on regular meeting times, about twice a week if you have a smaller number of participants in the club, otherwise once a week should suffice.
4. First meeting is to explain the purpose of the club; "To celebrate the success of students who read at least 3 books

from the MYRCA list by putting on a MOSCAR event."

5. After brainstorming what you might find at the OCSARS, establish the concepts of "Categories", "Criteria", "Nominees", "Voting", "Presenters" and "Emcees".

Categories

Here is the list of Categories we have voted on:

- a. Most Appealing Book Cover
- b. Best Setting
- c. Biggest Cry
- d. Biggest Laugh
- e. Most Shocking Moment
- f. Best Action/Adventure
- g. Best Ending
- h. Best Villain
- i. Best Female Supporting
- j. Best Male Supporting
- k. Best Male
- l. Best Female
- m. Honorary 5 and 6
- n. Favorite 5 and 6
- o. Honorary 7 and 8
- p. Favorite 7 and 8
- q. Overall best book for our school

Criteria

- a. Students brainstorm criteria for each category. Usually, they come up with about 5 or 6 per category from A to L.
- b. Examples might be: "Best Male Character is brave, funny, strong, trustworthy, and smart."



Nominees

- a. Students work as a group to nominate different books and characters for each category. A “Think, Pair, Share” type of activity works well. Usually depending on the book selection 5 to 6 nominees is recommended to include a variety of book/characters to vote on.
- b. Have some students prepare a Power-Point with the nominees (book covers) flying in as they are being said and have one final fly in for the winning book. (I have a template ready if you would like it. Email me for a copy.)

Voting

- a. Once the categories, criteria and nominees are established it's time to vote!
- b. Students created ballots for each category. Eligible students came to the Library to vote in the different categories as well as for their favorite book.
- c. Ballots were collected and counted by ME! I really wanted the MOSCAR winners to remain a surprise for all the students.

Presenters

- a. My MYRCA book club participants signed up for different categories. Their role was to present the Category using the criteria in a creative way and of course open the winning envelope! As you can imagine, there were many jokes and lots of acting displayed to keep the audience interested and engaged.

Emcees

- a. A group of 4 students was selected to be the emcees for the event. Their role was to entertain and introduce the categories and presenters. They also had the privilege of opening the final winning envelopes.



The MOSCAR Ceremony

1. Pick a date as close to the actual MYRCA voting day as possible. Shortly after works too!
2. Select a venue big enough to hold the number of students attending. (All students who read at least 3 books from grades 5 to 8 received a ticket to attend.)
3. Put up posters around the school and make tickets for the attendees.
4. Prepare a program with the various categories and presenters names.
5. Decorate the room using red plastic tablecloths on the ground to create a “red carpet”.
6. Arrange chairs in rows on either sides of the room. Don't forget to reserve seating for your presenters!
7. Have a table at the front to display the MYRCA books.
8. Ask a student to set-up a snare drum for a drum roll before the reading of the envelopes. This adds excitement!
9. Use a computer and projector to show the Powerpoint of categories, nominees and winners.
10. We set-up a sound system with 2 sets of microphones, 1 set of 2 mics for the emcees on the left hand of the room and 1 set of 2 mics on the right for the presenters.
11. Have a table at the back set-up for cake and prizes to celebrate reading! (We have each student put their names in a draw, one ballot for each book they have read.) Typically we have between 12-15 prize giveaways depending on the number of eligible voters.

Well there you have it! The students are really the stars! They read, they create, they participate!

If you have any questions I may be contacted at cfillion@peminatrails.ca. 

The Living Library Experiment

Glenlawn Collegiate, Spring 2012

By Charlotte Duggan

IT WAS MY COLLEAGUE MARGARET LAPENSKIE who first suggested we host a Living Library event. Margaret had heard about the Living Library—or Human Library as it is sometimes called—on CBC radio. She immediately recognized its potential in a school setting. And Pied Piper that she is, Margaret also immediately infected Tanis Clayton and me with her enthusiasm. Many months and many meetings later we launched our first Living Library event at Glenlawn Collegiate.

Living Libraries have been around since 2000. Born in Denmark, this simple, beautiful idea ironically grew out of an ugly act of violence. When a young man came close to losing his life in a knife attack because he was “different”, his friends decided to act. They reasoned that if prejudice is the result of ignorance then the best weapon against it is understanding. What better way to gain understanding than in a conversation with the very person you are prejudiced against? These young people organized the first Human Library and invited people to take out a Human Book for a conversation. When they saw the “policeman sitting there speaking with the graffiti writer, the politician in discussions with the youth activist and the football fan in deep chat with the feminist” they knew they were on to something (The Human Library Organization 2012). Since then Living Libraries have been held all over the world for all sorts of reasons.

Last spring we saw an opportunity to experiment with the idea when Louis Riel School Division teachers were asked to contribute to a professional development

day targeting literacy, a kind of mini SAGE. Here was a chance to practice hosting a Living Library event with an audience of eager and supportive colleagues. We billed our Living Library as an “experiment”, and invited teachers and administrators to be Readers of Living Books.

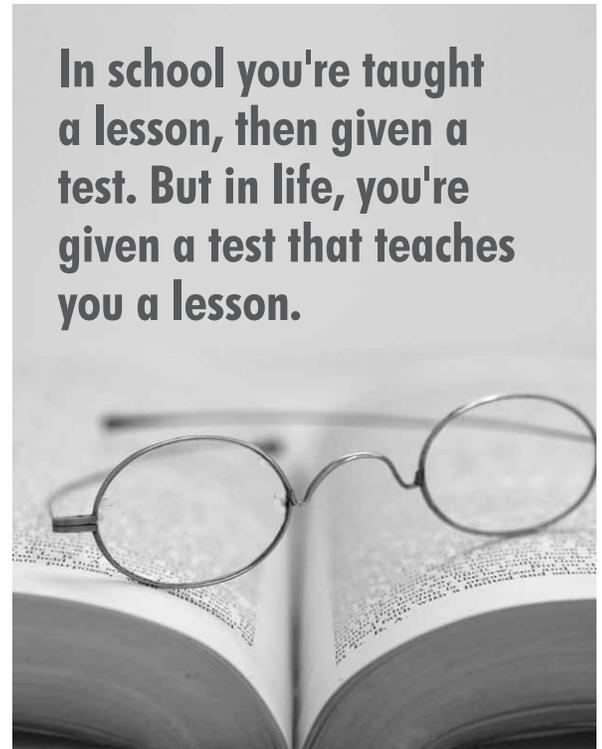
What follows is a description of the Living Library held at Glenlawn Collegiate in April, 2012, along with observations gleaned from holding this event.

In planning, organizing and executing our event we used the thorough and highly recommended guide book prepared by the Ontario Library Association entitled, *The Human Library @ Your School*.

I've been alive for 84 years—
I'm an anthology, not just a book!
—quote from a Living Library participant

1. Identify the Living Library staff

Glenlawn Collegiate's Living Library staff is comprised of Margaret Lapenskie, our community liaison worker, Tanis Clayton, the student services department head, and me—teacher-librarian and English department head. Our various roles give us wide access to many different people and programs in the building. This is key to the success of the project because it does have an impact on the entire building. We also



In school you're taught a lesson, then given a test. But in life, you're given a test that teaches you a lesson.

have different and complementary skill sets: one of us is the detail person; one of us is the people person and one of us writes. All of us talk.

I'm not sure how this is going to work... will someone really be comfortable talking about their life with a total stranger?
—quote from a Living Library participant

2. Determine Learning Goals and Objectives

Once we three signed on as the Living Library Staff, our next step was to determine the Learning Goals and Objectives of the project.



Goal 1: To practice the process of setting up and hosting a Living Library event

Objective 1.1: define the steps involved in organizing a Living Library

Objective 1.2: determine the roles and responsibilities of the Living Library staff

Goal 2: To experiment with an innovative method of learning and researching

Objective 2.1: learn from colleagues about their experience as a Reader to inform the development of future Living Library events

Objective 2.2: discuss possible applications of the Living Library in a school setting

Goal 3: To showcase Glenlawn Collegiate's library as a Learning Commons

Objective 3.1: demonstrate the flexibility of the library as a learning space

Objective 3.2: foster interest and awareness in the potential of the library to meet 21st century learning objectives

They're not just going to ask me what it's like to be old are they?

—quote from a Living Library participant

3. Select a Theme

The Living Library event is a rich opportunity for schools to meet many curricular outcomes in a unique and authentic way. The Ontario Library Association's guide includes an extensive list of possible themes, from Arts and Culture to Persons with Disabilities. Living Libraries can also be organized to meet school wide goals, for example fostering tolerance and understanding, or combating bullying.

Like a good book jacket, the theme of a Living Library must attract and intrigue. By keeping our learning goals and objectives in mind and giving careful consideration to who our Readers would be, we arrived at our theme quite naturally. We knew our Readers were all educators. Beyond that we knew only that they would

range in age and experience, just as much as they would in their interests and expertise. What theme, what collection of Living Books could possibly satisfy such a variety of learning needs while at the same time meet our goals and objectives? We finally arrived at The Seniors Edition of the Living Library, and called our event: Lessons for Living: Life, what's it all about anyway? This theme meant that our Readers would get to have a conversation with the most experienced of experts on life and living, in a private environment. Our Readers were told that they could ask their chosen Book about work, marriage, raising children, health, and spirituality—anything and everything the Living Book was prepared to talk about.

Are there things I shouldn't ask him about?

—quote from a Living Library participant

She told me she had an arranged marriage! I thought that just happened in other countries or in books—the other kind of books!

—quote from a Living Library participant

4. Define and Prepare Readers

Typically, the Readers at a Living Library event in a school would be defined by classroom teachers working in collaboration with the teacher-librarian and other support staff. These educators would design the event to meet the learning outcomes of a particular curriculum and the learning needs of their students. At our event the Readers, colleagues from the Louis Riel School Division, defined themselves by choosing our Living Library session for their professional development day. We strove to provide these educators with a meaningful learning experience. Twenty five Readers signed up for our event. We wanted them each to be as engaged and involved in this experiment as possible, in part because we wanted their feedback to

inform our planning for future Living Library events.

I hope my accent isn't too hard to understand.

—quote from a Living Library participant

My wife is deaf! She'll be yelling the whole time!

—quote from a Living Library participant

5. Identify, Recruit, Catalogue Living Books

We identified our Books by presuming that by virtue of having lived a long life, every senior would be a good read and that every senior had a story to tell. Twenty five Readers signed up for our session, we needed twenty five Books. We asked everyone we could think of for names of seniors who might be willing to participate in our experiment. Our vision was to have a wide, diverse range of Living Books in our library. So, new immigrants, shut-ins, the recently retired, nonagenarians, gay, straight, atheist and Hindu; all were recruited. Choosing seniors to be our Books worked beautifully for many reasons. The availability of the Living Books is integral to the success of the Library. As exciting as a Living Library of Hollywood stars might sound, if the Books are unavailable, the event will not succeed. And just as important as availability is the willingness to participate. A couple of shy seniors did turn down our invitation to be a Living Book—my own mother had to be cajoled into participating—but in general the seniors we approached were quite available and usually very willing.

At our next Living Library event student involvement will be the most important difference. Our students will write biographies of each of the Books and these will be catalogued for other students to choose from. But because of the structure of our first Living Library, this Seniors Edition, we realized that we really only needed a

short biography of each Book. We wrote these and placed them on a table where the conversation between Book and Reader would take place.

She has two sons, I have four...I figured I knew at least twice as much as she did.
—quote from a Living Library participant

Yeah, married, children, divorced...
I'm gay!
—quote from a Living Library participant

6. Launch Living Library Event

The recent renovation to Glenlawn Collegiate's library meant that we had the ideal space to launch our Living Library. The renovation reconfigured the library as a Learning Commons. We enjoy a wide variety of flexible seating, including upholstered furniture that is easily moved, small tables and chairs that can be regrouped, and many nooks and quiet corners that invite private conversation. We reorganized the seating to accommodate the event: twenty five private locations. Along with a comfortable place to sit, we also provided each pair with reflection ideas: Love and Marriage, Staying Connected, War & Peace, and so on.

Each Living Books had been contacted by phone and then later by a letter which included a brochure describing the event so the Books knew what to expect.

When the Readers arrived student volunteers directed them to the classroom area of the library where the Living Books waited. We spent an anxious few minutes running for the key to the elevator, storing coats and walkers and counting heads. And then it was time to begin. Tanis Clayton welcomed Books and Readers and gave a short history of the Living Library. Most importantly, Tanis calmed some nerves and reassured both Books and Readers that all conversations were completely private, completely voluntary, and that anyone could opt out at any time.

At most Living Library events the Readers choose a Book from a catalogue. But we felt that our event would run best if we matched the Books and Readers before the event began.

So, following the introduction we simply called out the pairings of names. As each Book and each Reader heard their name they rose, appraised one another, shook hands, took a cup of tea and moved to a quiet place in the library. For the next thirty minutes, fifty people stepped out of their own world and into someone else's. Each conversation had its own rhythm: some began slowly and built to a galloping pace, some began with a bang and never relented: others had the quiet intensity you'd expect to see between two friends. Some people laughed, some cried and everyone smiled.

We ended the conversations after thirty minutes by inviting everyone to enjoy a piece of cake and a cup of coffee. Most conversations continued; many grew to include others. People compared and shared their experiences with each other and finally it was time for our Books to leave.

How amazing was that!?
—quote from a Living Library participant

7. Evaluate and Debrief

Books and Readers were asked to fill out a Feedback form. This essential stage in the process netted us information about how well we'd organized the event, communicated about the event and most important, it gave us information about the Books' and Readers' experiences. We had anticipated that the Readers would report their experience as very positive; and they did. A very typical response was this one from a Reader who told us that "her Book made me realize it's high time I repair my relationship with my estranged brother before it's too late". What we didn't anticipate was how moved our Books would be by the experience of being read. Our Books told

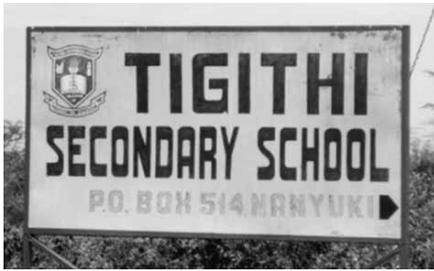
us they were, "so happy to sit and tell my life story to someone", and that they loved "comparing our generations".

This was a professional development session so after the Books left, the Readers turned back into educators and joined us in the library classroom. Here we discussed possible themes for a Living Library, and the curricular outcomes a Living Library could encompass. We agreed that most curriculums would be well served by a Living Library, and that just about every school wide initiative would be enhanced by a Living Library. We also discussed the Living Library as a genuinely authentic primary research tool in the age of digital communication.

A Living Library event has the power to teach students how to ask questions, and how to listen to the response. Imagine the higher order thinking skills involved in synthesizing that response for use in an Inquiry project. One teacher observed that using a Living Book for a research project demands that "students be utterly respectful, attentive and cognizant of the source of their information". To paraphrase a Living Library participant, "How amazing is that?" 

Helping the Students of Kenya One Drip at a Time: An Update

By Jo-Anne Gibson



IN THE FALL 2011 EDITION OF THE MSLA Journal (Vo. 39, No. 1), I wrote an article about a group of grade 7 students at Acadia Junior High who won a \$1000.00 Social Justice Grant from ManACE. The purpose of the grant was to encourage Manitoba students to get involved in social justice issues around the world using some form of technology as a way of helping others.

For the grant, my students decided to help the students at Tigithi Secondary School in Kenya whose lack of water and food made it difficult for the school to stay open year-round. After much research, the students decided that a drip irrigation system might be the technological solution that could help the school save and conserve water, and grow food for their school.

With help from the Ol Pejeta Wildlife Conservancy and members of Project Kenya Sister Schools, a Canadian charitable organization that helps Kenyan kids go to school while supporting the conservation efforts of the Ol Pejeta Wildlife Conservancy in the Laikipia region of Kenya, a drip irrigation system was purchased and installed in the spring of 2011 at Tigithi Secondary School. This past summer, Mrs. Betty Anne Kiddell, a retired teacher from Acadia Jr. High and a member of Project Kenya Sister Schools, was fortunate

enough to be able to visit the school and meet with their head teacher, Mr. John Muchiri and ask him about the how the irrigation system has been working.

What Mr. Muchiri had to report to Mrs. Kiddell about the drip irrigation system was truly heartwarming. He admitted to Mrs. Kiddell that before the Acadia students had suggested a drip irrigation system for his school, he had not been familiar with this type of technology. However, he quickly realized the potential for this type of system to provide water for his school and his team in Kenya set to work installing it.

At Tigithi School, Mr. Muchiri decided to install gutters to collect rainwater from the roofs of the school into several large water tanks. The water from the tanks then flows through pipes that lead to plastic tubing laid out in a grid over the ground in the garden. Each of these small tubes has fifty tiny holes that allow small drips of water to come out directly on to each plant.



According to Mr. Muchiri, due to this system the garden this year was full of cabbages in June that have been used in the school kitchen. When Mrs. Kiddell visited in August, there were still many full grown cabbages as well as new young cabbage plants coming up to keep up a continuous supply for the students to eat.



A group from Slovakia that visited the school last year was so impressed with the irrigation system that they decided to provide funding for a greenhouse. The irrigation system now provides water for the tomato plants in the greenhouse. Mrs. Kiddell reported that the tomato plants were six feet tall with up to 40 tomatoes on each plant! The plants are full of tomatoes for the school and are so plentiful that some are sold to the community.

While walking back across the school grounds, Mr. Muchiri pointed out to Mrs. Kiddell the huge concrete water tank that has been built for the community. The tank is presently empty but Mr. Muchiri has a plan. He is proposing to add more collection gutters to school buildings as well as a submersible water pump to send the water up to the community water tank for everyone to use.

A short video of Mrs. Kiddell's and Mr. Muchiri's conversation about the success of the drip irrigation system can be found at: <http://projectkenyasisterschools.com/2012/08/06/acadia-junior-high-donates-a-drip-irrigation-system-to-tigithi-secondary-school/>

So from the initial \$1000.00 grant from ManACE, the lives of not only the students at Tigithi Secondary School but

members of an entire community have been positively affected. Needless to say, our students at Acadia are thrilled with their efforts and proud that they have been able to help improve the lives of others.

If you would like further information on Project Kenya Sister Schools and how your school can get involved, go to: <http://projectkenyasisterschools.com>. Acadia Junior High School is currently the sister school

of Loise Nanyuki Girls Secondary School. PKSS is still looking for other schools to serve as sister schools for this region in Kenya. If you're looking for ways to encourage your students to become involved in project-based social justice issues around the world, I'd encourage you to check out this organization. 

Creating a Visible Future

By Joyce Riddell

AT A FULL DAY INTERDIVISIONAL IN-SERVICE on Sept. 20, Dr. Ross Todd, Director of CiSSL, the Center for International Scholarship in School Libraries, shared recent research from New Jersey with the gathered group of teacher librarians. He challenged us to commit to evidence based practices in our libraries. We heard about the recent research from New Jersey, not based on standardized tests, but on an extensive survey of school libraries. This study helped identify key dimensions that are critical to the future of libraries.

The two phase report, *One Common Goal: Student Learning*, offers a snapshot of the school library programs in New Jersey, but it also offers a road map to teacher librarians for demonstrating the value and value added of school libraries to stake holders in the community.

We know that our students are gaining valuable capabilities, from inquiry-based to interpersonal capabilities; from learning management to thinking-based capabilities.

But, can we point to evidence that demonstrates this?

Our goal, says Dr. Todd, is to create professional visibility through evidence based practice. The session provided a range of strategies, initiatives and measurement techniques to enable teacher librarians to chart and document the learning outcomes of teaching and learning activities and library services, and to make visible the essential role of the school libraries in their school and communities.

We reconvened following lunch to hear about and talk about evidence based practices for libraries, for our libraries. We considered strategies and initiatives, discussed tools and measures for documenting evidence, and reports for sharing impacts and outcomes. We were all challenged to find a tool or strategy that we could and would use in the coming weeks in our own practice. Worksheets were provided to ensure that we could take away a valuable piece of learning from the day that could make a direct difference to our teaching practices.

The work of the research group, Center for International Scholarship in School Libraries (CiSSL), can be followed through Twitter, facebook, and You Tube videos posts.



How do educators envision their future school libraries?

- **More space:** to develop instructional opportunities; to differentiate to meet diverse student needs
- **More technology:** to support specific content needs such as: Writing labs to facilitate the writing process; Language labs with immediate connections to resources; More computer space to enhance transliteracy experiences
- **More instructional collaborations:** to meet content standards and to provide significant life learning experiences for students; to build even more widespread curriculum integration and strengthen the interdisciplinary learning and teaching taking place 

Dr. Ross Todd, *One Common Goal: Student Learning*, 2012

CBC Special Edition Book Club with Shane Peacock

By Alison Bodner

BAIRDMORE SCHOOL AND LINDEN MEADOWS SCHOOL WERE INVITED TO help celebrate this year's 2012 Kid Book Awards. Laurie Hoogstraten, a journalist from CBC radio, put together a small group of students to read and discuss Shane Peacock's book *The Dragon Turn*; Book 5 in *The Boy Sherlock Holmes* series. This book has been nominated for the TD Children's Book Award and for the Manitoba Young Readers' Choice Award for 2013. Avery and Nadia (from Bairdmore School), and Cole and Jason (from Linden Meadows School) had an opportunity to chat with Shane Peacock and ask him questions about his books and the writing process. What's really exciting is that this discussion was broadcast on the CBC Weekend Radio Show with Ismaila Alfa.



When we reflected back on our experience we all agreed that we were surprised to learn that Shane Peacock hadn't originally planned on writing a series about a young Sherlock Holmes. His original manuscript was a murder mystery set in the dark allies of Victorian London based more on the Jack the Ripper murders. In fact, when someone suggested that he could make his story even better by making the main character Sherlock Holmes he wasn't crazy about the idea. He thought Sherlock Holmes was kind of boring but, after doing some research he discovered that he was actually a very dark and twisted character, one with many secrets, just the type of character that would be appealing to readers.



We felt Shane Peacock's detailed research really adds to the authenticity of his novels. We were intrigued to learn that he had a map of London dating back to 1862 and that there really is a place called the World End Inn located on that map. It's exciting to think that the places he writes about actually existed any may even still be around today.

We also learned that it usually takes Shane about a year to develop and write each additional book in the series. He explained that the writing process with mystery books is like fitting together the pieces of a puzzle. The writer must very carefully feed his audience bits and pieces of the puzzle and ultimately, at the end, give them that last tantalizing piece.

Shane Peacock has written 6 books in *The Boy Sherlock Holmes* series. His final book, *Becoming Homes* is due out this October. Also, look out for *Last Message* part of the new, exciting *Seven* series. It is also due out this October. For more information about Shane Peacock and his books please visit his website at www.shanepeacock.ca.

I'd like to end by saying I think our students did an amazing job of representing our schools and Manitoba students. It was wonderful to be sitting in the control room, hearing the adults producing the show, comment on how smart our students are. Now all of Manitoba will realize what we already knew—Manitoba students are very well informed and extremely articulate when given the opportunity to express their views! 📖



Do Author Visits Make a Difference to Students' Literacy?

By Vivianne Fogarty

AUTHORS AND ILLUSTRATORS IN YOUR school library—are they worth the money? You bet they are! Over the last few years at Chancellor School Library, we've always taken advantage of getting authors into our school. Whether it's part of Canadian Children's Book Week, the Winnipeg's International Thin Air Writers' Festival, authors travelling through Winnipeg or our local authors who live right here, it always seemed like the right thing to do. Larry Verstraete, one of our former teachers at Chancellor, Nan Forler from Ontario and Colleen Sydor, a Winnipeg resident are examples of authors we've welcomed in the past. We've also Skyped with author Don Gillmor from Toronto as part of an Imagineaction project. We've never regretted any of those experiences. Students and staff are always engaged and enthralled by the author's stories and their unique and individual writing processes.

This year was no different although we did throw an illustrator into the mix which was captivating for our Early Years students.

Two talented creators visited us as part of Winnipeg's International Thin Air Writers' Festival. Author Heather Hartt-Sussman and illustrator Georgia Graham entertained our two Grade 1 classes on Tuesday, September 25 in our school library. We heard and saw their picture books. We learned why and how they wrote these stories. We saw firsthand how Georgia creates her beautiful artwork. These two creators collaborated on the books *Nana's Getting Married* and *Here Comes Hortense*. Students and staff alike were in stitches listening to these funny stories and enjoying the comical illustrations.

So, did this author/illustrator make a difference to our students and teachers' literacy?

Well, we all learned about a new author and illustrator that we were not that familiar with. Our library now has all of their books. The students ask for them constantly when they come for their book exchange and everyone marvels at the four illustrations that Georgia drew in front of everyone in colourful chalk pastels. They hang proudly in the library behind our circulation desk. We've had some great discussions in our collaborative classes about modern Grandmothers and evolving family relationships. We've also marvelled at the the variety of books that Georgia Graham has both illustrated and written. In the library and in the classroom, we still feel the excitement and engagement from that animated visit.

Who's Shane Peacock?

For our Grade 5 author visit, we headed out to the Manitoba Theatre for Young People. Many of our students were not that familiar with Shane Peacock or had read many of his books. That was soon to change. In preparation for our visit, we made sure that students knew who he was, what he had written and how his popular series *Boy Sherlock Holmes* actually started. We listened to some of his online interviews, looked at his books and explored his website. The rest we left up to Shane.

Shane did not disappoint us! He had us all in the palm of his hand. We learned that Shane has written documentaries, plays and articles and writes for a wide variety of audiences. Shane told us how he loves to write but also told us that it is a lot of work. He will rewrite and revise his writing hundreds of times. His first book *The Great Farini* took 10 years to write and



Georgia Graham, Susan Hartt-Sussman and Gr. 1 classes at Chancellor School Library.



Shane Peacock with a Gr. 5 student. Chancellor won the book draw!

was about a tightrope maniac walker who walked over Niagara Falls. Shane acted, read, showed us his book trailers and filled us in on a new series called *Seven* that has just been published by seven different authors. He even told us he liked weirdoes!

So, did this author experience make a difference to our Gr. 5 students? Well, the excitement in the theatre and the return on the bus was palpable. Students

were engaged throughout the whole presentation. Conversations on the bus returning to school were lively and animated. Shane succeeded in getting these kids excited about his books and reading, excited about writing and excited about the new 7 series that is just hot off the press. The very next morning, I had five written submissions about that field trip for our school newsletter.

Shane Peacock books are no longer on our library bookshelves—they are in students' hands.

So, if you're asking yourself if author and illustrator visits contribute to student literacy, the answer is an overwhelming yes. Literacy is not only measured by their reading level and word recognition assessments. Our students have to love reading and have books and resources that they



Shane Peacock autographing our winning book!

want to read and devour. As school libraries, this is what we provide and strive for! Providing and promoting wonderful books that inspire students to want to read and write and wonder and think and create are why we exist! Connecting students to these real live people who create these magical and wondrous books should definitely be a part of your recipe for success! Don't think twice—just do it, they are worth every penny! 📖

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

By Jo-Anne Gibson, Advocacy Chair, Manitoba School Library Association

SCHOOLS ACROSS MANITOBA CELEBRATED International, National, and Provincial School Library Day on Monday, October 22, 2012 by taking the Manitoba School Library Association's Drop Everything and Read (D.E.A.R.) Challenge. Students and staff members from 36 Manitoba schools picked up their favorite reading materials for twenty minutes at 11:00 a.m. on this day. In all, 12,407 students and staff members from 12 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 22, 2012 as Manitoba School Library Day. This year, Nancy Allen and Paul Olsen, the president of MTS, attended a D.E.A.R. event along with members of the MSLA executive, at Wellington School in the Winnipeg School Division.



Ms. Allen read poetry to the students from one of her favorite books, *Light In the Attic*, by Shel Silverstein.

Thanks to all the schools in Manitoba who 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 fourth year for this event. Watch for the challenge information and proclamation that is sent out by Manitoba Education in late September every year. We apologize that this year, the declaration and letter from the government came so late to your schools (this was not a fault by the government). In previous years, the national organization under the auspices of the CLA, the Canadian Association of School Libraries (CASL), would have looked after the declaration. Now that CASL has been disbanded by the CLA, it was much more difficult for the MSLA to organize the declaration and the D.E.A.R. event. Now that we have a new process in place, we hope that the information will get to schools more quickly in September or early October.

Participating Schools in Manitoba

Pembina Trails: Acadia, Van Walleghem, Beaverlodge, Fort Richmon, Crane, Laidlaw, Linden Meadows, Dieppe, Oakenwald, Oak Park, Whyte Ridge, Chancellor, Bairdmore

River East Transcona: Sherwood, Joseph Teres, Arthur Day, Birds Hill, Dr. Hamilton, Bernie Wolfe

Winnipeg: Queenston, Inkster, River Heights, Norquay, Kelvin

Rolling River: Rapid City, Tanner's Crossing

Independent: St. Ignatius, St. John's-Ravenscourt

Interlake: Warren Collegiate, Warren Elementary, Woodland Elementary

Hanover: Landmark Collegiate

Brandon: Ecole New Era School

Frontier: Waterhen

St. James-Assiniboia: Ness Middle School

Lord Selkirk: William S. Patterson 



PROVINCE OF MANITOBA

PROCLAMATION

MANITOBA SCHOOL LIBRARY DAY

- WHEREAS the 4th Monday in October will be celebrated annually as Manitoba School Library Day;
- WHEREAS "Libraries Connect" is the theme for the 2012 Manitoba School Library Day;
- WHEREAS school libraries in Manitoba function as information-rich centres supporting inquiry and research in schools;
- WHEREAS school libraries in Manitoba are active learning centres that provide instruction and access to a wide range of resources both locally and globally; and
- WHEREAS school libraries in Manitoba foster student achievement and collaboration as well as the growth of traditional collections and electronic databases to support curriculum implementation in schools.

NOW THEREFORE BE IT KNOWN THAT I, Nancy Allan, Minister of Education for the Province of Manitoba, do hereby proclaim Monday, October 22, 2012 as

MANITOBA SCHOOL LIBRARY DAY

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



2012 MSLA Drop Everything and Read Contest

By Jo-Anne Gibson

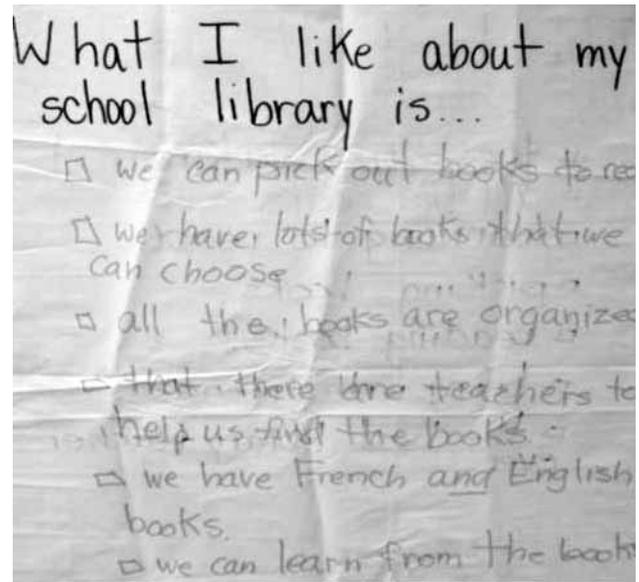
FOR THIS YEAR'S DROP EVERYTHING AND Read Challenge, the MSLA sponsored a contest asking students, teachers and administrators to comment about what they love about their school library. The MSLA would like to thank all those school libraries that sent in a ballot for this contest. We loved your responses!

What students love about their school library

- It's booktastic!
- We have lots of looks that I love reading. I find books in my language and books helping me with my English.
- It has lots of books and it's a nice, quiet reading area.
- We have scary books and a good variety of books
- That it has good books and lots of information. If you have some homework or a project to do, check out some books on the computer.
- There's a big variety of books for all ages

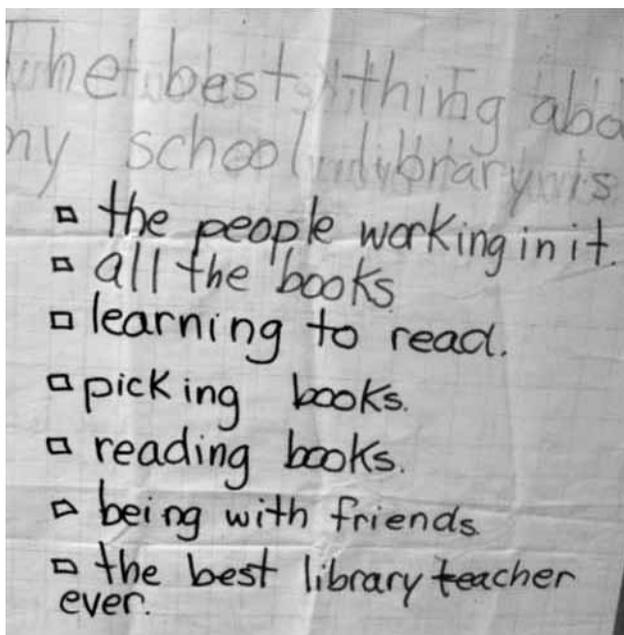
and interests.

- The selection of books. There are books for everyone. No one is left out!
- We have so many different kinds of books, puppets, toys and ipads to do research on.
- I love their books on hockey.
- There are so many books. I love books!
- They buy good books.
- There are different age groups of books and books that focus on all different interests we have.
- I love my teacher in the library, helping us find books!
- There is always a comfortable place to read my favorite books!
- I get to read.



What teachers love about their school library

- All the great resources and my students love being there.
- We have a great variety of resources for our students; it's a warm, open, inviting and welcoming feeling you get every time you come here!
- The selection of books to fit both curricular needs and pleasure reading. A teacher-librarian who provides excellent learning inquiry for kids.
- The library staff makes our library a place for wonder and excitement where books and technology create a sparkle in every eye and a love for lifelong learning!
- The new relaxed reading area for the young students. They just love sitting together to read!
- It's full of funny stories, true facts, interesting details, stories about people's lives, books on how to do things and is full of the people I care about and want to share my reading with.
- It's big...really big and FULL of wonderful adventures waiting.



- The cushions!
- My library teacher!
- It has so many books! Not every school has that.
- We have a computer.
- It's always quiet and not obnoxious; the great selection of books and they always have a different display of library theme.



- The teacher-librarian and the multitude of new books we have access too!
- It offers comfortable furniture, provides computers for students to do research and finish their school work, not to mention a large collection of books to browse.
- The vast array of eye-catching, interesting and just right books our librarian has amassed for us, from student recreational reading to curriculum-based reading.
- Seeing students actively engaged with books.
- The display case when you enter to the right; it showcases great read for kids.
- You can always find something interesting to read and someone to discuss it with.
- The wonderful variety of text for the students, and I appreciate the warm and welcoming environment.
- The helpfulness of our library technician and teacher librarian.
- There are so many books in French!
- The friendly librarians!
- The warm feeling I get when I walk in and see all the wonderful books!
- The resources available for students and the collection of books I use for teaching.
- The library is a warm and welcome place to read and get books from.

What administrators love about their school library

- How open and welcoming it is.
- The sense of community and joy that is generated when students and staff are sharing books and reading.
- The way our teacher-librarian sets up resource-based learning with the classes. Everyone does inquiry!
- It's the heart of the school.
- The effort given to have something for everyone.
- That it is a welcoming environment that demonstrates the love of reading that

- both the students and the library staff share. This can be seen in the pictures of children reading, in the book displays and during the enthusiastic library visits.
- It has a strong connection to our literacy goals.
- The warm, inviting atmosphere that greets you at the door and beckons you inside to cozy up with one of the multitude of terrific books awaiting all the avid readers in our school.
- It's open and airy.

- It has an atmosphere where all students feel welcome and accepted while being supported in whatever area they need.
- It's a friendly and peaceful place to be.
- Having the librarian with us who highlights new and existing resources based on the needs of school.
- That it is filled with amazing books that help us learn.

A special thanks to the students of Crane School for their printed responses. 

The best thing about my school library is

That we have French and English books.

What I love about my school library is

That the librarian is kind

The best thing about my school library is

That I learn when I Read

What I love about my school library is

That it is free

The best thing about my school library is

I love reading books

What I love about my school library is

books help us learn.

The best thing about my school library is

That it is free.

The best thing about my school library is

you get to pick out books and we don't have to do it very fast.

MSLA Teams with Manitoba Library Groups to Present ML Conference 2012

By Jo-Anne Gibson, Advocacy/Publicity Chair, MSLA

THE DELTA HOTEL WINNIPEG WAS THE SITE of the Manitoba Libraries Conference from May 13–15, 2012. As one of the partnering libraries, the Manitoba School Library Association was instrumental in securing several sessions for school libraries including two sessions by Canada's 2008 Teacher-Librarian of the Year from Toronto, Diana Maliszewski. Dressed as a fairy godmother, Diana's first presentation granted the participants' wishes about which ten Web 2.0 tools they wanted to know more about to enchant their young readers and library patrons. From Glogster to Twitter, Bitstrips, Prezi, Audacity, Voki, Pivot, Wordle, Popplet and Wikis, Diana's presentation served to wet the appetite of school and public library staffs.

In her second session, Ms. Maliszewski teamed up with yours truly to present, "Engaging the Hearts and Minds of Today's Young Readers." In this presentation, Diana first discussed the preliminary results of a research study that was conducted in our two schools regarding student choice awards and then I presented a library unit designed to get older teens reading using challenged or banned books. Although the study is still in its early stages, one aspect of the study confirms what we've always known about students' choice in books—they choose them for a variety of reasons, thus the need for a variety of approaches when "selling" books to students. For anyone familiar with the teenage brain, it's not hard to believe how using challenged



books or reverse psychology on students can entice students into reading in ways they never thought possible.

Other sessions specifically tailored to meet the needs of school library staffs at the conference were Rhonda Morrissette and Kevin Mowat's presentation, "OverDrive and the School Digital Download Library," Gene Ambaum and Bill Barnes' session on graphic novels, and Jonine Bergen and Laura Mustard's "Archives get Schooled: Added Value of Archives in School Libraries" presentation. In their session, Rhonda and Kevin provided a synopsis of the major eLending library providers and the reasons they chose to negotiate an agreement with OverDrive, Inc. Gene and Bill, the famous creators of the Unshelved library cartoon, demonstrated the unique power of the graphic novel medium using loads of examples from Gene's extensive private

collection. In Jonine and Laura's session, drawing from personal experience in establishing their own school archive, they discussed the practical issues surrounding a school archive project including how such a project can provide primary material for school history courses and how starting an archive can provide a new avenue for advocacy for the school library.

The 2012 Manitoba Libraries Conference kicked off with a pre-conference on Monday, May 13. Several library technicians from school libraries attended a full day session on cataloguing with RDA. By all accounts, the session could have lasted several days given the amount of information that was shared!

The keynote speaker for the conference was Dr. Michael Geist, a law professor from the University of Ottawa who holds the Canada Research Chair in Internet and E-commerce Law. Dr. Geist tackled the decade-long and thorny debate in Canada regarding copyright reform. His presentation took the audience on an historical journey from the first rumblings of copyright reform in early 2000 to today's Bill C-11. He also tackled the simmering dispute that has pitted education and library groups against Access Copyright in his presentation, "When the Internet met Copyright." Dr. Geist's address on copyright issues was later supplemented by Manitoba's own guru on copyright issues, Dr. John Tooth. In Dr. Tooth's presentation, he discussed how the Copyright Modernization Act will provide educators and librarians in schools, colleges and universities with many new user rights including the elimination of public performance rights for the educational use of cinematographic works and the "Educational Use of the Internet" provision in the proposed copyright bill.

Of special interest to all library associations in Manitoba was a presentation regarding a survey that was conducted by a working group representing all the library associations in Manitoba. Essentially the



survey was conducted to find out whether the various associations are meeting the needs of the library personal they aim to serve and whether a new structure for library associations should be implemented in Manitoba. This will be a topic of great debate for the MSLA in the coming year.

Attendees at the 2012 Manitoba Libraries Conference enjoyed lunch at the Trade Show which showcased resources from over 30 publishers and vendors. During the lunch hour, participants also enjoyed meeting several Canadian authors including Jim Blanchard, J.R. Leveille, Alison Preston, Craig Russell, Irene Gordon, Uma Parameswaran, Armin Wiebe, Dave Williamson, Dora Dueck, Larry Verstraete, Susan Rocan, Sue Sorensen, France Adams, Dr. Elizabeth Comack, Mike Grandmaison, Bill Redekop, Marisa Hochman, Sarah Klassen, Margaret Owen, John Toone, Anita Daher, George Amabile and Madeline Coopsammy.

The Tuesday sessions for school libraries was capped off by a fabulous celebratory dinner

with special guests from Unshelved, Gene Ambaum and Bill Barnes. The presentation was hilarious, the dinner delicious and the conversation with people passionate about libraries was second to none.

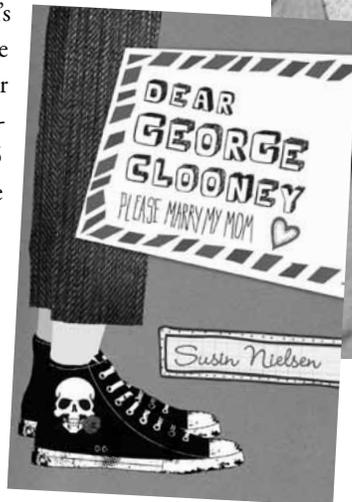
The various library associations in Manitoba hope to present a conference every two years. Thanks to all those from the school library community who volunteered to make this conference a success—Rhonda Morrisette (Website Coordinator), Jeff Anderson (Hospitality Coordinator) and Jo-Anne Gibson (Programming Committee)—and of course, thanks to the co-chairs of the entire conference, Emma Hill Kepron (U. of Manitoba) and Kathleen Williams (Winnipeg Public Libraries) for their hours of work coordinating the conference. Next year, we will see Manitoba host the 2013 Canadian Library Association Conference. Start making your plans to attend now! 

MYRCA Dinner Presentation

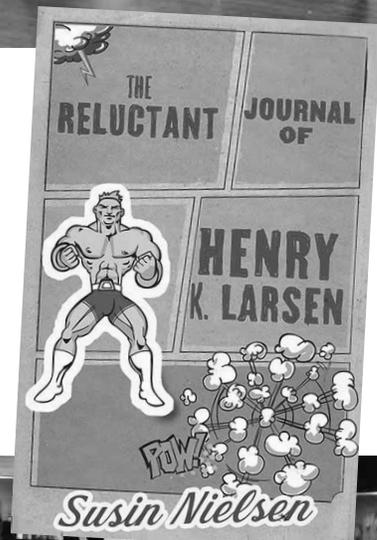
By Paulette Leclerc, Chairperson of WCLR

EACH YEAR, STUDENTS IN GRADES 5 TO 8 ARE invited to vote for their favourite young adult chapter book written by a Canadian author. Susin Nielsen is the 2012 winner of MYRCA (Manitoba Young Readers' Choice Award) for her book *Dear George Clooney: Please Marry My Mom*. To mark this event, the Winnipeg Children's Literature Roundtable sponsored a dinner presentation on Tuesday, September 25 which was held in the library at Ecole Sun Valley School. The evening started with an informative introduction by a grade 6 student. Students then played with an online Magic 8 Ball at their table groups.

They amused themselves by posing questions which required a yes or no answer. (The main character in the book uses such a ball during a telephone conversation with her father, giving hilarious answers to his questions.) Everyone enjoyed a delicious pizza supper



followed by an entertaining talk by Susin. She spoke about her beginnings as a writer and encouraged the children to follow their dreams and to never give up. She also read two excerpts from her newest book *The Reluctant Journal of Henry K. Larsen*. Door prizes, including a Magic 8 Ball, were won throughout the evening. Fun was had by all!



MYRCA Ceremony 2012

Author Susin Nielsen and Acadia Book Trailers Wow MYRCA Audience

By Jo-Anne Gibson

EXCITEMENT WAS IN THE AIR AT THE Manitoba Theatre for Young People as over a hundred Manitoba students waited to hear from their favorite author, Susin Nielsen, who received the 2012 Manitoba Young Readers' Choice Award. These students were among the hundreds of students who chose Ms. Nielsen's book, *Dear George Clooney Please Marry My Mom* as the winner of this year's award. The young readers were not disappointed when Ms. Nielsen took the stage to receive her award and give her take on writing. A lively question and answer period led by the students followed Ms. Nielsen's talk and several lucky students took home books as door prizes at the end of the event!



This year's MYRCA ceremony was hosted by several grade 8 students from Acadia Junior High School in the Pembina Trails School Division. In addition to presenting Susin Nielsen with her award, the students displayed the plaques won by Kenneth Oppel and Marsha Forchuk Skrypuch for their honour books, *Half Brother* and *Stolen Child*.

And then the lights went down as the Acadia students presented their book trailers of the 2013 MYRCA reading list. The book trailers were a big hit with the young audience who clearly couldn't wait to get their hands on the books from this year's list. The book trailers for the 2013 list can be seen on the Acadia Library Page at <http://acadialibrary.pbworks.com>

All schools in Manitoba are encouraged to participate in this year's Manitoba Young Readers' Choice Award program. Any student in grades 5 to 8 who reads a minimum of three books on the list is eligible to vote. Voting generally takes place in early April. For more information about the program, the voting regulations and a list of this year's books, visit the MYRCA website at www.myrca.ca. 





How to vote



- All young Manitobans in grades 5-8 who have read or heard read at least 3 titles from the list can vote.
- Readers fill in a reader ballot indicating all books read and identifying their winning book.
- Ballots are to be returned to a teacher or librarian, or placed in a MYRCA ballot box where provided.
- Teachers and librarians will compile their institution's results on an official MYRCA vote summary and submit it by email to voting@myrca.ca by no later than Wednesday, April 10, 2013.
- All voting forms and procedures can be found on our website at www.myrca.ca

The Award Ceremony



The award is presented to the MYRCA winner at a ceremony held in the Fall. Only those who participated in that particular year's vote are invited to attend.

Website



For more information about MYRCA, visit our website at www.myrca.ca



Supporters



MYRCA is a registered charity. Go to www.myrca.ca to find out how you can make a donation to support MYRCA's activities.



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ST. JOHN'S LODGE #4
ON THE GRAND TRUNK OF MANITOBA R.R. #1
WINNIPEG JETS



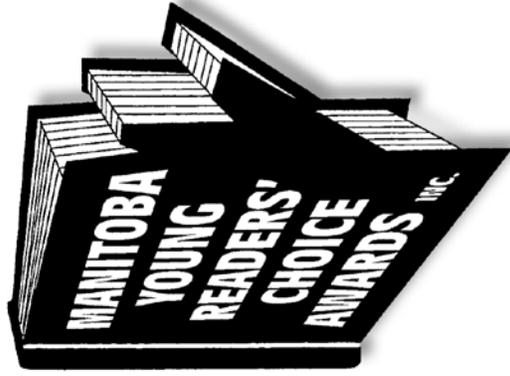
Disclaimer



From time to time issues arise regarding the appropriateness of one or other of the titles. The selection process is rigorous, but not all titles are appropriate for students in the entire age range of MYRCA readership. Approximate grade-based interest levels are provided; however, schools should be aware that these are subjective judgements. Teachers should assess the suitability of a title particularly before using it as a class read-aloud.

If there is a title you feel is inappropriate for your school, please remove it from your list and work with a smaller selection of books. In such instances, we would appreciate being informed if you have deleted a title.

READ AND VOTE
FOR YOUR FAVOURITE
CANADIAN BOOK
www.myrca.ca



Choose the
winner for
2013

Manitoba Young Readers'
Choice Awards Inc.

aims to promote reading and Canadian literature by giving young people the opportunity to vote for their favourite Canadian book from an annual preselected list. The books are nominated based on their quality and reader appeal.

**Books nominated for the
2013 Manitoba Young
Readers' Choice Award**



Against All Odds by Natalie Giant
HarperCollins, 2011, 9781443406253
Interest Level: Grades 5 and Up
Itchy, Boney and Squeak are all 12-year-olds and members of the Odd Fellows Club. Things start to get strange for the club when Itchy begins stealing food from every household in town. As the Odd Fellows struggle to find out how Itchy is able to get to so many houses so fast, they are helped by a new, super-smart kid named Sam. Together, they battle clones, aliens and really bad smells to clear their friend's name and save their town!

The Bedimas Conspiracy by Deborah Sherman
Fitzhenry & Whiteside, 2011, 9781554551811
Interest Level: Grades 5 and Up
Eleven-year-old Adam should be focusing on his grades, but it's hard when you are trying to form the greatest band ever to compete in the school talent show. When an unfortunate incident with his archenemy, Eldrick, gets him accused of cheating, his parents give Adam an ultimatum—bring up his grades or no band. Will Adam be able to focus on school, deal with Eldrick, and win the contest?

Blood Red Road by Moira Young
Random House, 2011, 9780385671859
Interest Level: Grades 7 and Up
Eighteen-year-old Saba lives in a bleak world at the edge of a deserted wasteland. After witnessing her father's death and the kidnapping of her twin brother, Lugh, Saba vows to find him and exact revenge on her family's enemies. Nero, her pet crow, is the only companion she wants, even though little sister Emmi insists on coming along. What Saba doesn't know is that she is going to need all the help she can get on her terrifying journey.

Box of Shocks by Chris McMathen
Orca, 2011, 9781554699179
Interest Level: Grades 5 and Up
Keeping secrets from his parents is something that Oliver is used to. If his overprotective "helicopter" parents knew about his crazy encounters with zombies, vicious dogs or jumping off a bridge, they would have a fit. Oliver keeps all of the souvenirs from his adventures in his box of shocks. When a new neighbour boy moves in across the street and into Oliver's old house, Oliver may meet someone hiding an even bigger secret than his.

The Case of the Missing Deed by Ellen Schwartz
Tundra, 2011, 978088769597
Interest Level: Grades 5 and Up
Five young cousins join forces to help their grandmother discover where their eccentric grandfather hid the deed to the family cottage. Favourite family recipes hold the clues. Gramps left behind. A major developer wants Grandma's property for its own sinister reasons and time is running out for the cousins to solve the mystery. Can the "teacup detectives" work together to unlock the recipes' secrets to save the family property?

Dragon Seer's Gift by Janet McNaughton
HarperCollins, 2011, 9781443406789
Interest Level: Grades 5 and Up
Researching a Scottish ancestor for a Heritage Fair project, 12-year-old Gwyn and his 14-year-old sister, Maddie, find more than just a curious journal and an heirloom cast-iron key; they awaken an intelligent, centuries-old flying dragon. Past and present blur as school bullies, an archaeological discovery at L'Anse aux Meadows, Newfoundland, and an ancient Viking curse change the way science and magic affect both humans and animals.

The Dragon Turn by Shane Peacock
Tundra Books, 2011, 9781770492318
Interest Level: Grades 5 and Up
In his fifth case, the boy Sherlock Holmes gets caught up in the world of magic and mystery as he tries to prove that the magician, Alistair Hemsworth, is innocent of the apparent murder of his rival the Wizard of Nottingham. Sherlock must discover the truth of what is real and what is merely an illusion. Is seeing always believing?

Encore Edie by Annabel Lyon
Penguin, 2011, 9780143177418
Interest Level: Grades 5 and Up
This poignant, funny sequel follows 13-year-old Edie through her first year of high school. Whether she is walking her beloved but embarrassing cousin with Down Syndrome home from school, or joining the school musical to improve her social life (only to become its Director), Edie has a knack for turning every day into an adventure!

End of Days by Eric Walters
Random House, 2011, 9780385670067
Interest Level: Grades 7 and Up
How would people behave if all the systems that keep us civilized fell apart? Would some emerge as leaders? Sixteen-year-old Billy is a leader. In normal times he might be school president. But these aren't normal times; the world's top scientists and mathematicians have disappeared, and Billy is recruited to lead in a very different way. As the world as we know it comes to an end, Billy gets caught up with two organizations with very different goals.

Fly Boy by Eric Walters
Penguin, 2011, 9780143176312
Interest Level: Grades 5 and Up
It is 1943 and 17-year-old Robbie McWilliams devises a plan to enlist early so he can serve his country as a Spitfire pilot, just like his Dad. Although he excels in his flight training, Robbie's plans are thwarted when the Royal Canadian Air Force decides to train him instead as a navigator. With the risk of being found out and the threat of being shot down over enemy territory, will Robbie ever get to fulfill his dream?

Ice Storm by Penny Draper
Coteau, 2011, 9781550504514
Interest Level: Grades 5 and Up
Twelve-year-old best friends Alice and Sophie may be cousins, but they are very different girls. Alice is an only child whose life revolves around her figure skating career in the city of Montreal. Sophie loves her dairy farm in the country – even though she has to put up with her weird brother. The 1998 ice storm that leaves Quebec shivering in darkness changes everything; are they strong enough and smart enough to survive?

Peter Nimble and His Fantastic Eyes by Jonathan Auxier
Penguin, 2011, 9780143175933
Interest Level: Grades 5 and Up
Blind, orphaned, and only 10-years-old, Peter Nimble must steal to survive. His future looks bleak when he is tricked into servitude by a cruel taskmaster. That is, until he finds himself drawn to a mysterious

box. Using his considerable talents, Peter manages to steal and unlock the box, revealing 3 pairs of magical eyes. With the help of a brave but unusual knight, Peter and his fantastic eyes set off on a quest to find his destiny.

This Dark Endeavour by Kenneth Oppel
HarperCollins, 2011, 9781554683406
Interest Level: Grades 7 and Up
Sixteen-year-old twins, Victor and Konrad Frankenstein, are fiercely competitive and equally as loyal. When Konrad falls ill it is up to Victor, their beautiful cousin Elizabeth, and loyal friend Henry to unlock the mysteries of the Dark Library and find the ingredients for the Plixir of Life. On their quest they face unbelievable dangers, but Victor finds that the most dangerous thing may be himself.

The Tiffin by Malith Narsimhan
Dancing Cat, 2011, 9781770860391
Interest Level: Grades 6 and Up
Twelve-year-old Kunal is anxious to escape his cruel adopted father Seth and the restaurant where he slaves for pittance. Learning the details of his identity, Kunal embarks on a search for his birth mother. Using connections with the dabbawallas, a group of delivermen who bring lunch tiffins to workers all over Bombay, he arranges to leave a note in one. Kunal is not sure if the tiffin will work – will he succeed?

Timber Wolf by Caroline Pignat
Fitzhenry & Whiteside, 2011, 9780889954595
Interest Level: Grades 5 and Up
This third book about the Byrne family begins with Jack lying on the forest floor injured and not knowing who he is. A young wolf appears and guards him. Later he meets an aboriginal family who help him heal and direct him back to civilization. Will Jack make it back home safely?

True Blue by Deborah Ellis
Pajama Press, 2011, 9780986949500
Interest Level: Grades 7 and Up
Casey is a dedicated camp counselor and brilliant science student who has a scholarship in entomology. Her best friend, Jess, also a camp counselor, gets caught up in the drama that ensues when Casey is arrested for the murder of a camper under their care. Jess struggles to find the courage to be loyal to Casey despite the circumstances.

Undergrounders by David Skay
Scholastic, 2011, 9781443107280
Interest Level: Grades 5 and Up
Life on the streets is rough for 12-year-old Jonathan. Hawking and stealing have become his means of survival and a group of misfits called Undergrounders his only family. But when a chance occurrence allows him to steal some hockey equipment, a new world opens up to him. Soon things begin to unravel as he tries desperately to keep his secret. Will Jonathan find the courage to ask for the help he needs and possibly find a new home?

Witchlanders by Lena Conkley
Simon & Schuster, 2011, 9781442420052
Interest Level: Grades 7 and Up
In the Witchlands, Ryder is haunted by strange melodies and tired of worrying about his mother's feverish warnings about an assassin in the mountains. In Baen, Faipian worries about not letting down his father who has sent him on a secret mission. Will the connection between these events explain why the boys are dreaming each others dreams?



Award Nominees 2013

Read & Vote for your favourite Canadian book!

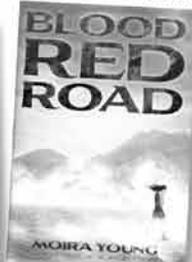
www.myrc.ca



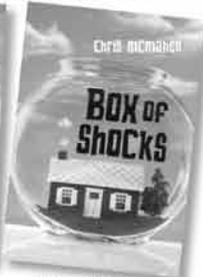
Against All Odds



The Bedmas Conspiracy



Blood Red Road



Box of Shocks



The Case of the Missing Deed



Dragon Seer's Gift



The Dragon Turn



Encore Edie



End of Days



Fly Boy



Ice Storm



Peter Nimble and His Fantastic Eyes



This Dark Endeavour



The Tiffin



Timber Wolf



True Blue

Award Winner 2012



Honour Books



Undergrounders



Witchlanders

Design: Angela Reiger

PREVIOUS WINNERS

2011 *TAKEN* by Norah McClintock 2010 *WORD NERD* by Suzin Nielson
 2009 *DEAR JO* by Christina Kilbourne 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 McNicol 1996 *DANIEL'S STORY* by Carol Matas
 1995 *THE MYSTERY OF THE MISSING WILL* by Joel 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 ZUCCHINI WARRIORS* by Gordon Korman

MSLA and ManACE SAGE 2012 presents 'Embracing the Edge'

By Brandi Nicholauson

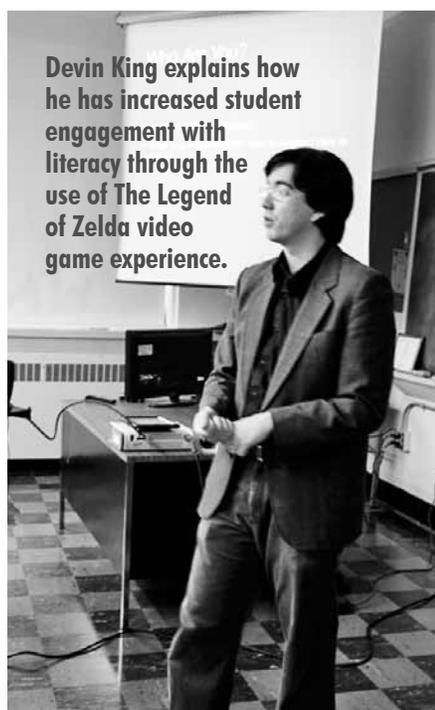
MANACE PARTNERED WITH THE MANITOBA School Library Association to offer an exciting SAGE Conference in Winnipeg entitled Embracing the Edge on October 19, 2012.

The conference featured a keynote address by David Warlick, an accomplished author and expert on educational technology and contemporary literacy. With over 30 breakout sessions on everything from developing personal learning networks to digital novel studies and video gaming in education, attendees gained insight into how technology can be leveraged for student engagement and learning.

This full day SAGE will also feature over 30 other breakout sessions throughout the day. Early Bird pricing for this conference is in effect until September 17. 



David Warlick talks to educators about the importance of cultivating a personal learning network and demonstrating that they are Master Learners during his spotlight session in the Tec Voc library.



Devin King explains how he has increased student engagement with literacy through the use of The Legend of Zelda video game experience.



Attendees play different video games to discover how they might encourage student problem solving and discussions about setting, character, plot, and theme.



Advocacy Letter to the Minister of Canadian Heritage and Official Languages

Manitoba School Library Association
Box 13, Group 366, RR#3
Winnipeg, Manitoba
R3C 2E7

October 16, 2012

The Honourable James Moore, P.C., M.P.
Minister of Canadian Heritage and Official Languages
House of Commons
Ottawa, Ontario
K1A 0A6

Dear Minister Moore,

On behalf of all members of the Manitoba School Library Association, I am writing to express my concerns regarding the Canadian government's recent cuts to Library and Archives Canada, as well as almost every federal library. As you know, staff at LAC will be reduced by over 200 positions, severely impacting the hours and services for reference and research. Archival work, cataloguing, digitization, and loan policies will also be impacted. Several programs, including the National Archival Development Program (NADP) and the Understanding Canada Program, have been eliminated. The loss of the NADP means a reduction in funding for the Canadian Council on Archives (CAC) and local archives. Discontinuation of the Understanding Canada Program means scholars around the world will lose funding to study about or conduct research on Canada.

Libraries at several federal departments or agencies have closed or will be closing including the Canadian International Development Agency, Citizenship and Immigration Canada, Human Resources and Skills Development Canada, Immigration and Refugee Board, National Capital Commission, Public Service Commission, Public Works and Government Services Canada, Department of Fisheries and Oceans and Transport Canada.

Other federal libraries, including Statistics Canada and Industry Canada, have received severe cuts that include staff reductions. The Interlibrary Loan Department will be eliminated effective February 2013. This means that in order to access the LAC collection, we will now have to travel to Ottawa.

Cuts have reduced the acquisition of published materials and archival materials, and threaten the Legal Deposit at LAC. The purchase of rare books has also been eliminated.

It is vital that funding to Library and Archives Canada and the federal libraries be restored. If Canadians are to stay competitive in the global market, we must invest in the intellectual capital and intellectual property of our citizens. We believe that preserving our Canadian heritage and culture of Canada is a priority for all Canadians, particularly the youth we teach on a daily basis.

Yours sincerely,

Jo-Anne Gibson
Advocacy Chair
Manitoba School Library Association

Cc: Mr. Thomas Mulcair, Leader of the Opposition, New Democratic Party
The Honourable Bob Rae, Leader, Liberal Party of Canada
Ms. Elizabeth May, Leader, Green Party of Canada



Manitoba School Library Association Inc.

Financial Statements

August 31, 2012

Submitted by Claudia Klausen, MSLA Treasurer

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 statement of financial position as at August 31, 2012, 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.

In common with many not for profit organisations, the association derives fee revenue from memberships and conferences the completeness of which is not susceptible of satisfactory audit verification. Accordingly, my verification of these revenues was limited to the amounts recorded in the records of the association and I was not able to determine whether any adjustments might be necessary to fee revenues, excess of revenues over expenses, current assets and fund balances.

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, except for the effect of adjustments, if any, which I might have determined necessary had I been able to satisfy myself concerning the completeness of the revenue referred to in the preceding section, the financial statements present fairly, in all material respects, the financial position of Manitoba School Library Association Inc as at August 31, 2012, 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

October 9, 2012
Winnipeg Manitoba



Manitoba School Library Association Inc.

Statement of Financial Position

		<u>As At August 31</u>	
		2011	2010
Notes			
Assets			
Current			
Cash		\$ 21,342	\$ 23,578
Prepaid Expense		314	512
Other	3	<u>10</u>	<u>10</u>
		<u>21,666</u>	<u>24,100</u>
		<u>\$ 21,666</u>	<u>\$ 24,100</u>
Liabilities and Fund Balance			
Current			
Accounts Payable		<u>\$ 848</u>	<u>\$ 614</u>
Fund Balance			
Unrestricted	2	<u>20,818</u>	<u>23,486</u>
		<u>\$ 21,666</u>	<u>\$ 24,100</u>

Approved by the Committee of Management

Member

Joyce Riddell

Member

Chlauser



Manitoba School Library Association Inc.

Statement of Operations and Changes in Fund Balance

		<u>Year Ended August 31</u>	
		2011	2010
Notes			
Revenues			
SAGE Revenues		\$ 9,410	\$ 7,943
SAGE Expenditures		<u>(11,220)</u>	<u>(5,483)</u>
		<u>(1,810)</u>	2,460
Membership Fees		5,110	3,385
MTS Contributions	4	873	1,250
Grants	5	1,400	1,400
Interest		<u>274</u>	<u>320</u>
		<u>5,847</u>	<u>8,815</u>
Expenses			
Administrative & Office		66	290
Advocacy		250	879
Conferences		2,241	2,241
Donations & Gifts		900	1,322
Executive & Annual Meetings		489	818
Insurance		400	400
Journal	6	770	570
L.I.T. Forum	7	276	185
Memberships & Dues		534	419
Professional Fees		535	535
Public Relations		727	687
Special Projects		<u>1,327</u>	
		<u>8,515</u>	<u>8,346</u>
Excess (Deficiency) of			
Revenues over Expenses		(2,668)	469
Fund Balance, Beginning		<u>23,486</u>	<u>23,017</u>
Fund Balance, Ending		<u>\$ 20,818</u>	<u>\$ 23,486</u>



Manitoba School Library Association Inc.

Statement of Cash Flows

	Year Ended August 31	
	2011	2010
Operating Activities		
Excess (Deficiency)		
Revenues over Expenses	\$ (2,668)	\$ 469
Adjusted for:		
(Increase) Decrease in Prepaid Expense	198	(48)
Increase (Decrease) in Accounts Payable	234	25
Provided (Used) by Operating Activities	<u>(2,236)</u>	<u>446</u>
Increase (Decrease) in Cash	(2,236)	446
Cash Position, Beginning of Year	<u>23,578</u>	<u>23,132</u>
Cash Position, End of Year	<u>\$ 21,342</u>	<u>\$ 23,578</u>

Manitoba School Library Association Inc.

Notes to Financial Statements

August 31, 2012

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.



2. Significant Accounting Policies

.....continued

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.

	2012	2011
Steinbach CU, Shares	\$ 10	10
	<u>\$ 10</u>	<u>10</u>

4. MTS Contributions

The association received contributions from MTS as follows:

	2012	2011
Operations	\$ 540	\$ 902
Audit costs	333	348
Total Contribution	<u>\$ 873</u>	<u>\$ 1,250</u>

5. Grants

Grants were received from:

	2012	2011
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:

	2012	2011
Advertising Revenue	\$	\$ 155
Expenses	770	725
Net Cost	<u>\$ 770</u>	<u>\$ 570</u>

7. L.I.T. Forum

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

	2012	2011
Fees & Donations	\$	\$ 110
Expenses	276	295
Net	<u>\$ 276</u>	<u>\$ 185</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