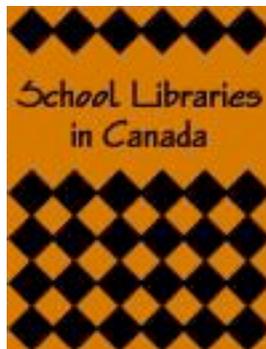


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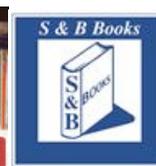
A Journal of the Canadian Association for School Libraries (CASL)

A Division of the Canadian Library Association



Destruction of United Talmud Torah Grade School Library

Volume 23 Issue 4



SCHOOL LIBRARIES IN CANADA

About SLIC

School Libraries in Canada (SLIC) Online is a journal of the *Canadian Association for School Libraries*. CASL's mission is to provide national support for the development and maintenance of excellence in Canada's school libraries, media centres, and school library personnel.

Founded in 1980 (Volume 1 Issue 1), SLIC is a national forum for teacher-librarians in Canada and promotes articles of interest on a broad range of topics from collaboration with the classroom teacher to information technology/literacy skills needed to prepare students for life-long learning.

SLIC was published in print format until Volume 23 Issue 2. Since then, SLIC is published as an online journal. Older print copies are available at university libraries across Canada and recent online issues are available in our archives section.

À propos de SLIC

School Libraries in Canada (SLIC) Online est le journal professionnel du *Canadian Association for School Libraries*. La mission de CASL est de fournir un support à l'échelle nationale pour le développement et l'entretien de l'excellence dans les bibliothèques scolaires, centres médiatiques et pour le personnel travaillant dans les bibliothèques scolaires.

Fondé en 1980 (Volume 1 Édition 1), SLIC est un forum pour les professeurs bibliothécaires du Canada et publie des articles d'intérêt sur des sujets variés allant de la collaboration avec l'enseignant en classe aux compétences en alphabétisation et en technologie de l'information qui préparent les étudiants à l'apprentissage pour la durée de leur vie.

SLIC est publié en forme de magazine jusqu'au Volume 23 Édition 2. Depuis ce temps, SLIC est publié en format digital accessible sur l'Internet. De vieilles copies de SLIC sont toujours disponibles dans les bibliothèques universitaires à travers le Canada. Nos vieilles éditions de SLIC en format numériques sont accessibles en cliquant sur [Archives](#).



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Contribute to SLIC

Want to contribute to SLIC Online? Please contact Richard Beaudry for information at CASL or send a manuscript (using [The Publication Manual of the American Psychological Association 5th Edition](#) as a guide for formatting and references) to:

We are always looking for Guest Editors! If you are interested, please contact us.

Contribution à SLIC

Ça vous intéresse de soumettre un article pour la prochaine édition? Contactez **CASL** pour envoyer votre document par courriel ou envoyer votre manuscrit conformément à la 5e édition du [Publication Manual of the American Psychological Association \(2001\)](#) à:

Nous sommes toujours à la recherche de rédacteurs pour travailler sur une édition spécialisée. Contactez-nous s'il-vous-plaît.



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Welcome to SLIC!

We are always interested in hearing your feedback on our site. If you have questions, comments, or concerns, please do not hesitate to [contact us](#).

Welcome!

This issue of SLIC was developed in response to the firebombing of the school library at United Talmud Torah School in Montreal, Canada. It brings together ideas for safety preparations for schools, using literature about the Holocaust, a collection of reactions/responses to the attack, and resource lists to support teacher-librarians.

Volume 23 Issue 4

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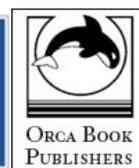
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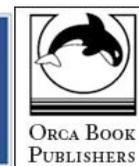
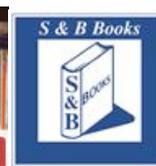
CSLA's President's Message

Marlene Aselin

Co-President, Canadian Association for School Libraries. She can be reached at phone: 604-822-5733; web: <http://www.lled.educ.ubc.ca>;

email: marlene.asselin@ubc.ca

The horrifying destruction of the United Talmud Torah elementary school library in Montreal on April 5 was laced with disturbing messages beyond the physical loss of resources and structural damage to the building. Libraries are the key to and the mirror of the identities of the individuals and communities who build and use them. They are a primary means of understanding ourselves and others more deeply. Since medieval times libraries have been a vital indicator of the development of a culture, and today they serve as quality measures of higher learning institutions. The assault on United Talmud Torah's school library reverberates with frightening tones of racism, ignorance, and intolerance. Canada's school library community concurs with Prime Minister Martin when he called the attack an act of violence directed at all Canadians that will not be tolerated (<http://www.cbc.ca/stories/2004/04/05/canada/mtlschool040405>). I am deeply grateful to Jennifer Branch, Managing Editor of SLIC Online, and Toni Samek, guest editor of this issue, for their immediate response to the Montreal event - that is, producing a special issue of our national journal. On another matter, I want to take this opportunity to remind all CSLA members about the exciting progress being made toward the unification of Canada's two national school library associations - to be called the Canadian Association for School Libraries (CASL). As mentioned in my last column, CASL members will be receiving information about the proposed changes to our constitution and by-laws by the end of May. These changes enable our name change, the formation of a new affordable membership category, and the structuring of a transition executive composed of equal representation from both ATLC and CSLA as well as provision for transition to regularly scheduled elections of officers. You do need to be registered at the Victoria conference to attend the critical AGM (Saturday June 19 5:00) where voting on these matters will be held. However, we guarantee you will be greatly satisfied with the special day planned for those particularly interested in school libraries on Friday June 18, and the several star attractions on Saturday. See <http://www.cla.ca/divisions/csla/VictoriaConference2004.pdf> for information about school library day on Friday and see <http://www.cla.ca/conference/2004/> for details about the whole conference including registration. See you there!



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Message from the Guest Editor: So We Never Forget The Destruction of United Talmud Torah Grade School Library

Toni Samek

Toni Samek is Associate Professor at the School of Library and Information Studies, University of Alberta. Her teaching, research, and service focus on intellectual freedom. For more information, see <http://www.ualberta.ca/~asamek/toni.htm>.

This special issue of SLIC Online was conceived in response to the firebombing of the United Talmud Torah grade school library in Montreal, Quebec in the early morning hours of April 5, 2004. Founded in 1876, the United Talmud Torah is Canada's oldest Jewish day school and a Canadian institution. The destruction of its grade school library is a new threat to the tradition of intellectual freedom and cultural democracy in Canada.

From the umbrella organization, the International Federation of Library Associations and Institutions (IFLA), down to national, provincial/state, and local associations around the world, library rhetoric and policy on intellectual freedom recognizes the inherent relationship between human rights and freedom of expression. This powerful connection is embedded in Article 19 of the United Nations Declaration of Human Rights, which states that:

"Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers." (see <http://www.un.org/Overview/rights.html>)

I hope that people from around the world examine this issue of SLIC Online and use it to strengthen their understanding of the role that librarians play in the human rights agenda, including freedom of expression, cultural democracy, and the rights of the child.

In this issue, you will find a variety of responses to the firebombing on April 5, including:

- Official missives penned by library association leaders.
- Feature articles.
- A preliminary collection of thought pieces and letters (to be expanded in the days, weeks, and months to come).
- Helpful resources, including:
 - key intellectual freedom resources.
 - a selected bibliography of Second World War/Holocaust literature for children, and
 - quotes about the importance of libraries in society.

This project began as a modest response to the events of April 5, 2004. But it has the potential to develop into something bigger. If you have the desire to submit a contribution (in the form of a letter, thought piece, bibliography, resource guide, article, etc.), please contact me. Together we can build a powerful cultural site that



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symbolizes our unwavering commitment to intellectual freedom -- and the right to know.

I would also like to ask for your help on a more formal level. The Canadian Library Association (CLA) has not, as yet, adopted a resolution on the destruction of libraries. On May 11, 2004, I sent an e-mail request to the President of CLA, Madeleine Lefebvre, asking that CLA's Executive Council adopt such a resolution. I ask you to urge the Canadian School Library Association to adopt a similar resolution. Perhaps the two associations can work together. To show the relevance of such a statement, the following resolution is quoted from the American Library Association (ALA):

The American Library Association deplores the destruction of libraries, library collections and property, and the disruption of the educational process by that act, whether it be done by individuals or groups of individuals and whether it be in the name of honest dissent, the desire to control or limit thought or ideas, or for any other purpose. Adopted by the ALA Council, January 1971; at the 1993 Midwinter Meeting, Council voted to reinsert the policy into the ALA Policy Manual (Policy Monitoring Committee Report to Council, January 1993) (see <http://www.ala.org/Template.cfm?Section=otherpolicies&Template=/ContentManagement/ContentDisplay.cfm&ContentID=13082>)

Thank you for reading this issue on the destruction of United Talmud Torah grade school library. I hope that these words resonate with you. And please return here from time to time to see additions. With any luck, we will see some formal resolutions!

In closing, I would like to express my thanks to the special people who contributed such powerful words to the launch of this issue. Almost immediately after the April 5th firebombing, SLIC Online editor Jennifer Branch and I put out a call for contributions to a variety of library listservs. In my role as guest editor, intellectual freedom has been paramount. I included all of the contributions that we received. I edited style, not content.

I owe the deepest thanks to SLIC Online editor Jennifer Branch for making this project possible. I salute her knowledge, dedication, and service. On top of that, she is a good friend who has taught me well that SLIC Online is a necessity, not a luxury, in a nation where cuts of teacher librarian positions in our schools has reached the point of national crisis. I cannot think of a greater threat to intellectual freedom and cultural democracy!



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Special Messages from Across the Country

SLIC Editors

Message from Gloria Hersak President, Association for Teacher-Librarianship in Canada

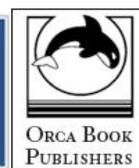
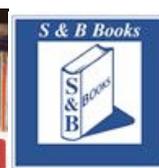
Terrorism and the School Library The recent bombing of Talmud Torah School Library in Montreal must be seen for what it really is -- a terrorist act. In this instance, censorship has been raised to an entirely new level with the addition of physical intimidation. Why should a school library be the object of terrorism? Because its very existence threatens those with less than tolerant views. The school library as a democratic information and idea centre where resources in a variety of formats offer wide-ranging perspectives across a broad range of subject areas and the critical thinking skills incorporated into the school library program make it a very dangerous place. Why destroy one classroom when destroying a school library can disrupt the entire educational program of the school and strike fear in the hearts and minds of the community? The terrorist view of the innate power of the school library certainly stands in stark contrast to that of many educational administrators across the country who have demonstrated little support for school library collections and programs and who, despite current available research, have relegated the school library to an inferior position in the educational process. In the face of daunting circumstances, Talmud Torah School has turned this crisis into an opportunity. Not only have they begun to rebuild their school library collection and their school library program, but they are doing so using *Achieving Information Literacy: Standards for School Library Programs in Canada* as their guide. Talmud Torah School Library will truly be a phoenix rising from the ashes. Congratulations to the Talmud Torah School community for their fortitude, their resiliency, their courage and their vision!

Message from Madeleine Lefebvre President, Canadian Library Association

To the editor (Globe & Mail): The Canadian Library Association deplores the firebombing of the United Talmud Torah Elementary School in Montreal. A school library is a crucible of literacy in the young. Access to libraries and the knowledge they offer is a core value in a free and democratic society. This heinous assault strikes at the right of intellectual freedom, protected by law, which is essential to the health and development of our country.

Message from Bobbie Henley Ontario School Library Association

The Fire bombing at the United Talmud Torah Elementary School Members of the Ontario School Library Association were quick to react to the horror of the bombing of the United Talmud Torah Elementary School. Many felt that a letter expressing our concern and a donation of books were in order. The Ontario Library Association, under the leadership of Executive Director Larry Moore, contacted the school and subsequently started up a donation giving an initial amount of \$1000.00. OSLA members then added to this amount. We wish to express our utmost sympathy for this atrocious act of violence towards the school and the library. We are horrified that the teachers and students have had to endure such an attack. We, as educators,



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teach our students to be proud of Canada as a country where acceptance is unanimous and diversity is celebrated. We believe in and hope for religious tolerance and a sense of community across this nation.

Message from Sandi Reddin Prince Edward Island Teacher-Librarians' Association

I'm sending this note on behalf of all teacher-librarians in Prince Edward Island. We were all shocked and saddened by the news that a school library in Montreal was attacked. Besides the endangerment of people, the loss of a facility and its hard-to-come-by resources is appalling. We think of school libraries as an extension of the classroom and a liaison with the community - an integral part of the learning environment. We expect that the learning environment will be a safe, peaceful place for students learning to live side by side with diverse others in their community. It is a sorry misfit and a great loss when our school libraries become targets.



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Emergencies and School Libraries: Making Safety A Priority

Keith McPherson

Keith McPherson has worked as a teacher and teacher librarian in a variety of contexts ranging from a one room rural public school to corporate education. He currently works as a teacher-librarian coordinating the department of Language and Literacy Education's Research Centre at the University of British Columbia, where he helps train over six hundred pre-service public school teachers to cooperatively plan learning experiences on their practicums.

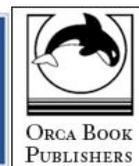
Increasing news reports of criminal activity ranging from terrorism to arson have heightened Canadians' awareness of the important roles police, firefighters, and paramedics play in our daily lives. The April 5, 2004 firebombing of Montreal's United Talmud Torah school library (Peritz, 2004) shocked many Canadians into the realization that even libraries are no longer spared from seemingly senseless attacks. More than ever before, educators are asking themselves: "What can I do to make my school and school library safer?" This article provides some concrete answers.

Be Proactive - Now!

My job as a University Faculty of Education teacher-librarian, requires I travel to different cities across Canada and the United States. In between conference presentations, I often sneak away and conduct informal research interviews with local emergency response teams (ERT), including police, paramedics, and fire fighters. I ask them about their safety recommendations for local schools and public libraries. ERT representatives are usually very eager to answer my questions and list many precautions schools and school libraries can take to maximize safety in the event of a crime or emergency. Invariably, one of the first recommendations safety experts mention is that *school staff must not wait for an emergency or criminal activity to happen before taking action*. A well developed school and school library emergency policy and procedure handbook is the best tool for preparing personnel to deal with potential emergencies and crimes, and the shock associated with these events. All ERT members emphasize that school personnel and students should be well acquainted with existing district, school and school library safety policies and procedures. And if such policies and procedures do not exist, they should be developed and implemented immediately.

Developing an Emergency Policy

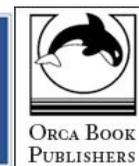
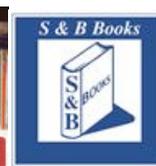
Fortunately, most schools in Canada have emergency policies and procedures in place. Many of Canada's provincial and territorial Ministries of Education legally require schools to adopt emergency polices and procedures and participate in provincial or district emergency programs and drills. The importance of developing emergency policy and procedures that reference related documents (e.g., local and provincial) should not be underestimated. They reduce potential liabilities and decrease the chance of disastrous consequences stemming from uninformed decisions and actions. For example, an Eastside Vancouver, B.C. public librarian recounted a situation in which a male patron entered the children's section of the



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library and began destroying books. Knowing that it was the library's policy to phone the police instead of confronting a violent patron, she calmly but quickly dialed 911 and quietly escorted other library patrons outside to safety. When the police arrived on the scene, it took two officers to restrain the problem patron, even after he had hurled himself through the library's floor to ceiling plate glass window. Although this event did not take place in a school library, it reflects similar emergencies and incidents that I, and a growing number of my librarian and teacher-librarian colleagues, experience on the job. The important lesson to take away from this example is that emergency policies and procedures were in place and the librarian was familiar with them. Without this information and training, she may not have been able to minimize her own, as well as her patrons', confusion and panic. As the police attending the emergency noted, if she (or any of the patrons) had tried to confront the violent male patron, he may have thrown someone through the window. Although there are subtle content differences between each province's, territory's, district's and school's emergency policies and procedures manuals, there are some key features that ERT members repeatedly recommend as essential for inclusion. In general, emergency procedures should direct school personnel to:

1. **Remain calm.** Although this is easier said than done, the ability to remain calm in an emergency is central to minimizing panic and confusion. By keeping calm, those around are less likely to panic and more likely to keep their emotions in check. Even if you do not feel calm on the inside, displaying calmness on the outside will assist you and others to think clearly and act in a manner that doesn't exacerbate an already serious situation. Maintaining calm will also assist you in clearly relaying information by phone to the ERT.
2. **Contact your ERT immediately (e.g. phone 911).** Answer the operator's questions and follow their instructions until you are instructed to hang up. Know your school library's address and phone number (post it near the phone). Do not contact your ERT if you are experiencing a widespread disaster like an earthquake, as this ties up the phone lines and reduces the ability of ERT teams to coordinate their response efforts.
3. **Closely follow policies and procedures outlined in your school's/school library's emergency policy and procedures manual.** Review policies and practice procedures frequently.
4. **Never approach or challenge a disruptive individual exhibiting actions of unusual or highly combative nature.** Such people are unpredictable and often violent. Phone police immediately. Police have the appropriate equipment and training to deal with disruptive people.
5. **Never touch an unidentifiable package.** Phone police immediately and follow their instructions. Again, police have the appropriate equipment and training to deal with potentially harmful packages.
6. **Note the description and direction of the suspect and vehicle.** Often criminals will flee before the police arrive. Your observations will give police a fighting chance of apprehending the criminal(s).
7. **Quietly and calmly ask students, staff, and teachers to leave the school library and meet at a predetermined gathering place.** All ERTs view the safety of students and school personnel as paramount. The orderly and safe removal of students from the endangered school area is their top priority.
8. **Assemble an emergency preparedness kit for yourself and each of the students under your charge (see http://www.pep.bc.ca/hazard_preparedness/prepare_now/prepare.html).** This kit can be used for earthquakes and other emergencies that require you and your students to provide for your basic needs for seventy-two or more hours.



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9. Maintain a current medical profile on each student. Knowledge of individual drug preferences, allergies, and restrictions are essential if and when paramedics are forced to treat students.

As well, ERT members suggest that emergency policies should:

1. Support and enforce Canadian criminal laws and rights.
2. Support and enforce district, school, and school library bylaws, rules, and expectations governing student conduct.
3. Explain consequences for breaching these rules and laws.
4. Explain the role of the policy.

It is also recommended that policies and procedures not be developed in isolation. One officer noted that he had never been asked for his input into the development of school or school library emergency procedures. He recommended that along with input from students and staff, school and school library emergency policies should also draw on the expertise, opinions and suggestions of representatives from the:

1. School's governing bodies (e.g. province and school district representatives)
2. staff,
3. local security,
4. local ERTs,
5. community members (e.g. parents), and
6. legal council.

Each of these groups will assist in developing a more comprehensive and effective set of emergency policies and procedures.

Post and Review -- and Practice, Practice, Practice

Once developed, emergency policies and procedures should be posted in conspicuous locations and reviewed by teaching staff at least once a year. All new teachers should be introduced to emergency policies and trained in emergency procedures immediately upon their arrival. All procedures should be made clear to students and practiced as often as possible. For example, fire and earthquake drills should be practiced at least twice a year. Fire drills should be practiced at least once a year with the local fire department in attendance. Familiarizing students with the shrill sound of the fire bell will greatly facilitate a calm and organized exit away from the school and towards each class's designated meeting place. Earthquake drills should be practiced often enough that children know to move away from library stacks, shelves, doorways, and windows, and instead duck for cover under a desk or table. Once there, they should hold onto a table leg with one hand while protecting their face with the other arm. Doorways are particularly poor places to take refuge, as the doors can swing open and closed violently during an earthquake, causing injury to head and hands.

Legal Liabilities and the Internet

As mentioned earlier, it is important to involve legal council in the development of emergency policies and procedures whenever possible. Such an expert will likely have been consulted while developing any provincial or district emergency policies and procedures, and should have been consulted in the creation of your school's



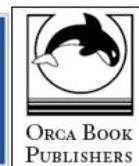
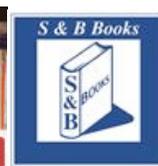
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Internet usage contract and policy. Legal councilors can assist schools and school libraries develop clarity in these documents as well as limit the school's legal liability for student and staff actions. For example, it is conceivable that a school administrator and/or governing body (e.g. school board) can be held responsible and prosecuted for the online criminal actions of its students, office staff, and teaching staff (Canadian Library Association, 2000). Examples of online criminal activity are viewing, possessing, disseminating, and facilitating the development of obscenity, child-pornography, hate literature, sedation, and terrorism. By establishing an Internet use policy that students, staff, and teachers sign as agreement not to conduct such criminal activities, schools can minimize their legal liabilities by proving due diligence (an effort to prevent and correct violations to Canadian law). When posted, reviewed, and enforced, such policies are effective tools for reminding students and school personnel of their responsibilities to their community. They also send the message that criminal activities in schools (both offline and online) will not be tolerated.

International Terrorism.

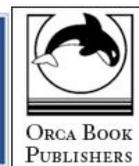
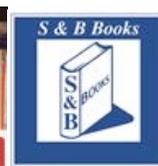
Since the 9-11 terrorist attacks, international terrorist activities have become imbedded in Canadian media reports. Most terrorism experts, though, note that Canadians are more likely to be affected by domestic organized crime than international terrorism (Evans, 2001). Many of the emergency experts interviewed said that this doesn't mean we shouldn't keep vigilant against international terrorism, just that schools would likely be more productive protecting themselves from the effects of domestic terrorism like domestic hate organizations and organized crystal methamphetamine drug rings (Bramham, 2003). The case of the attack on the Montreal's United Talmud Torah school library was clearly an example of terrorism from a domestic anti-Jewish hate organization. Safety Tips from the Experts Although I consider myself a fairly safety conscious individual, and have always placed great emphasis on the health and safety of the employees and students in my school library, I am constantly surprised at the breadth and depth of fresh knowledge ERT members have to offer teacher-librarians. The following are tips these experts wish all schools and school libraries would consider when creating safety policies and procedures.

1. Listen to your 'safety intuition'. If you sense that something is wrong, do not hesitate to speak to a colleague or principal about it. As well, *do not hesitate to phone the police, fire fighters, or paramedics for assistance in determining if a situation warrants their attention.* All police officers stated that they would rather receive a phone call and determine if a situation warrants an ERT's attention, than have to arrive later to deal with a much more complex and volatile situation.
2. Do not hesitate to contact local and national ERT units to make use of the various adult and/or student oriented health and safety programs. For example, most fire fighters conduct fire prevention programs that instruct adults and children how to act in case of small and large fire emergencies. Such programs can develop actions crucial to stopping a fire before it becomes uncontrollable, as well as helping everyone to exit a burning building safely. Examples of these and other safety programs available to schools and school libraries include:
 - Creating Safe Communities - An RCMP program to help community planners, including educators, develop safer community environments. http://www.rcmp.ca/ccaps/safecomm_e.htm
 - Fire Prevention Week - Canadian Fire Fighters program for educating adults and children about the major causes of fires and procedures to fight or escape fire. http://www.fiprecan.ca/FPW_Kit_English_Final.pdf



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- Prepare now for an Earthquake - a site of useful information and activities to help students and teachers act appropriately in case of an earthquake. http://www.pep.bc.ca/hazard_preparedness/prepare_now/prepare.html
 - Hug a Tree and Survive - An RCMP program aimed at developing survival skills. http://www.rcmp.ca/ccaps/hug_e.htm
 - Be Bright, Think Right - An RCMP program aimed at helping children and adults prevent bullying. http://www.rcmp.ca/youth/bebrightbully_e.htm
 - Kidz Printz - An RCMP program for identifying children in the event of a missing child. http://www.rcmp-grc.gc.ca/html/kidzprintz_e.htm
 - Expect the Unexpected - A Red Cross program for helping educators and students cope with natural disasters <http://www.redcross.ca/article.asp?id=309>
 - C.A.R.E. - A Red Cross Program for preventing sexual abuse for young children. <http://www.redcross.ca/article.asp?id=000552&tid=001>
3. Most police officers highlight the increasing role that security guards play in school based emergency situations. Particularly for schools requiring 'visible security' or that physically attach to other public facilities employing security (e.g., public libraries or community centers), where students are exposed to a wider cross section of the public.
 - Although they should never precede or replace police involvement, do not hesitate to contact security guards. Guards are trained to contact their dispatcher and back up your call to the appropriate emergency services. They are also trained, and likely more experienced than teachers, at diffusing and controlling a wide variety of emergency situations. In most cases, they are closer to your library than police and thus often respond to an emergency more quickly.
 - Many school based security corporations and their guards work closely with police, ambulance, first aid organizations, and fire fighters. Like police, they are invaluable assets to any emergency policy development.
 4. If you become involved in an emergency, call the appropriate emergency services yourself. Never assume someone else has placed the call. It is always better to have two calls placed rather than none.
 5. Move garbage bins away from school buildings and lock them to fixtures away from the school, such as car parking lot rails. Arsonists often use garbage can contents as accelerants.
 6. All teachers should be trained to use fire extinguishers for small fires. Use the P.A.S.S. method. (Pull the pin, Aim the extinguisher nozzle at the fire's base, Squeeze the trigger, and Sweep the fire from side to side).
 7. Reduce or eliminate outside doorway overhangs. Dry protected spaces encourage loitering.
 8. Remove graffiti immediately. Unsolicited graffiti reduces the perceived clean, safe, inviting look of a school and school library.
 9. Invest in exterior lighting. More light increases the chances of crimes being seen and thus reduces the number of crimes committed. Florescent bulbs make it less costly for a school to improve exterior lighting.
 10. Post emergency policies and procedures on your school and school library web sites, at computer stations, on bulletin boards, and in other areas that students and school personnel frequent. Firefighters recommend that earthquake and fire prevention suggestions (e.g. stop, drop and roll for clothing fires) be posted near light switches. One police officer reported that some schools have found success posting summaries (especially conduct expectations) of their policies and procedures in staff and student washrooms.
 11. Ensure that at least one school staff member be certified in an advanced first



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aid course. Have as many as possible of the school's adults complete a standard first aid course. It is suggested that the teaching staff reserve one professional development day a year to undergo safety training. (It is often more cost effective to invite all the staff to participate in one training session than scheduling individual or small group sessions.)

12. Peruse online safety policies and procedures for other Canadian provincial associations, school districts, and schools. These can provide invaluable insights into the strengths and weaknesses of your own policies and procedures. For example:
 1. Manitoba Safe School Charter <http://web2.gov.mb.ca/bills/sess/b030e.php>
 2. Abbotsford School District, B.C. <http://www.sd34.bc.ca/article.asp?a=117&c=109>
 3. Emergency Medical Management for Schools http://www.nscg.ca/services/emergency_medical_mgmt.pdf
 4. Ontario Public Schools Safety and Emergency Policies http://www.ontario.k12.or.us/District/NewDistrictPolicies/Section_E.shtml#SAFETY
 5. P.E.I. Eastern School District Emergency Evacuation Procedures http://www.edu.pe.ca/esd/pdf/policies/ebcc_r.PDF

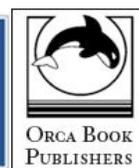
If members of your school community are struggling with drug abuse or have concerns about the "epidemic" of teenage crystal methamphetamine users (Bramham, 2003), contact your local police or RCMP detachment. They will connect you with substance abuse programs like D.A.R.E., <http://www.darebc.org/> and P.A.C.E. http://www.rcmp.ca/das/pace_e.htm. Such programs will assist your ability to:

6. detect early signs of drug abuse,
7. create a safer more supportive school and home environment, and
8. assist those families and students already struggling with drug addictions to gain control over their situations.

Conclusion

The stated objective of this article is to begin answering some questions about school library safety. More importantly, I hope it inspires teacher-librarians and educators to refer to their community resources and trained experts when developing (or enhancing) and implementing an effective school and school library safety program. Based on proactive safety policies and procedures, such programs will offer students and school personnel a fighting chance against diffusing and/or coping with a variety of emergencies and acts of crime. Finally, I encourage readers to develop and/or revisit their safety and emergency policies and procedures immediately. Do not wait for the sun to shine to practice your earthquake drills. Do not wait to post your school's and local ERT's phone numbers by the phone. Do not wait for a fire bombing to be the catalyst that moves your school into action. Instead, research, develop and implement preventative programs now that will curb and/or eliminate a variety of potential crimes and emergencies before they happen.

Note: The author wishes to thank the police officers, fire fighters, paramedics, and the school and public librarians in Vancouver Toronto, Los Angeles San Francisco, Victoria, and Halifax for their support and generous donations of time and information. More specifically the: University of British Columbia Royal Canadian Mounted Police, School of Library and Archival and Information Services (UBC), Vancouver Public Library, Los Angeles Police Department, Victoria Police department, Vancouver Fire fighters, Ambulance Paramedics of British Columbia, Toronto Public Library, Toronto Metropolitan Police, San Francisco Police Department (Airport Detachment), Halifax Regional Library, and Hamilton Police



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Using Holocaust Literature to Teach Values

Jeanne Buckley

Jeanne Buckley is a teacher-librarian in two elementary schools in the York Catholic District School Board, north of Toronto. She is a graduate of the Teacher-Librarianship by Distance Learning Masters Degree program at the University of Alberta.

On April 5, 2004, the United Talmud Torah elementary school library in Montreal, Quebec, Canada was bombed in an act of vicious anti-Semitism. An important message brought home by this terrorist act is the need for Canadian educators to do more to combat racism and anti-Semitism in our communities.

As educators, we have an important duty to instill in our students the common values and attitudes that make a society a wonderful, safe and peaceful place for all to live. These values and attitudes include empathy, acceptance of difference, and tolerance -- all aspects of good citizenship. To teach empathy, we need to allow children opportunities to imagine themselves in the place of others. To teach acceptance of difference and tolerance, we need to teach children to value human life, to value difference, and to recognize the underlying sameness of all people: the rights, needs, and hopes that make us all the same. To practice good citizenship, students need to be informed, critical thinkers with moral understanding.

Not only do we need to model and teach open and accepting values and attitudes towards others, we also need to let children know the terrible consequences of allowing hatred to fester in society. The Jewish Holocaust during the Second World War was such a consequence. Teaching about the Holocaust can support the teaching of acceptance and tolerance and an end to racism. For example, an excerpt from a 2001 United States Holocaust Memorial Museum document states that the "history of the Holocaust represents one of the most effective, and most extensively documented, subjects for a pedagogical examination of basic moral issues. A structured inquiry into Holocaust history yields critical lessons for an investigation of human behavior. A study of the Holocaust also addresses one of the central tenets of education" which is to examine what it means to be a responsible citizen. - (United States Holocaust Memorial Museum, 2001, 11)

When we teach history, we need to show how it is not simply a chronological record of 'facts' and events, but instead a diverse human collection of stories, moments, and choices. When teaching about the Holocaust, one way to make these more real and accessible to our students is to utilize some of the engaging Holocaust literature that has been written for children of varying ages. Reading stories, either fictional or biographical accounts of events that happened during the Holocaust, gives children opportunities to project and to imagine themselves in the place of the characters in the books. It is from this standpoint that empathy can develop. Textbook reading without context does not produce the same effect. "It is only by telling the story of individuals, and giving them words, that these feelings can be conveyed in a way that builds empathy in the reader." (Clark, 2002)



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As a sub-genre of children's historical fiction, children's Holocaust literature deals with stories of the atrocities committed, primarily against the Jewish people of Europe, during the Second World War. These stories could be 'time-slip' historical fiction, such as *Jesse's Star* by Ellen Schwartz (one of the Orca Books for Young Readers series). But most are traditional historical fiction with young historical protagonists. Primary characters can be Jewish or not, living in Germany (or any one of the occupied countries), or elsewhere. But, almost certainly, the main character in these books is an ordinary child or teen, who, under extraordinary circumstances, shows great strength of character and heroism in resisting the Nazis and their policies, helping turn the war, saving someone, or in some cases simply surviving to tell the tale.

Carol Matas, a Jewish Canadian, has written more than half a dozen books that can be classified as Holocaust literature. - Taken together, *Lisa* (1987), *Jesper* (1989), *Daniel's Story* (1993), *After the War* (1996), *The Garden* (1997), *Greater than Angels* (1998), and *In My Enemy's House* (1999) cover the Jewish experience in many facets of the war and its aftermath -- from confinement in ghettos, participation in resistance movements, imprisonment in concentration camps, migration across Europe, to fighting to build and maintain a homeland in Israel - (Jones, 2001, 11). See descriptions of these books by going to <http://www.carolmatas.com/> and clicking on 'World War II'.

The teaching of the Holocaust is highly controversial. Sullivan, for example, states that, "the best Holocaust fiction includes those stories which make real for readers the inexplicable horrors of this darkest moment in human history." (Sullivan, 2002a, 4). Others, of course, disagree with such an intense relationship with text. Educators who elect to embark on the use of Holocaust literature in their teaching need to be aware of different views on Holocaust education.

There are two basic schools of thought on this issue. One asserts that the only way to prevent repetition of an event like the Holocaust is to keep the memory of it alive. Taken to the extreme, this belief would have children beginning to learn about the Holocaust almost from infancy. In fact, picture books are written to help explain the Holocaust to the youngest children. *A Time for Toys* (1991) by Margaret Wild and Julie Vivas is such a book set in a concentration camp. *Terrible Things: An Allegory of the Holocaust* (1989) by Eve Bunting is a story in which one little rabbit is the sole survivor in a forest after terrible unseen things come and take away each animal species while the witnesses stand by and do nothing to stop it. These books illustrate aspects of the Holocaust in ways that could be presented to young children, although they might also have applicability with older age groups.

The other school of thought holds that the innocence of children needs to be protected as long as possible, that the violence inherent in stories of Holocaust is damaging and traumatic to children's psyches. Individuals who hold this belief might accede to using Holocaust books that 'approach their Holocaust subject matter in a manner that reduces the disturbing aspects of this subject' (Kertzer, 2003), even if the book is historically inaccurate. Or, they might believe that knowledge of the Holocaust is best left to adulthood, or at least until late high school. A common argument of this school of thought is that 'children should be protected from even knowing that such conditions could exist, so that the time of childhood can be lived out in a free, imaginative existence unencumbered by worries about pain and death'



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(Mitchell & Smith, 2001/2003,48).

Books are written for children of every age group that deal with the Holocaust. Some are historical fiction. Some are memoirs. Some are non-fiction. Because of the nature of the topic, some of these books can be disturbing to children. Some texts, for example, are extremely violent and graphic. The potential emotional impacts on children are heightened because these stories are based on true events and depict acts of inhumanity.

This realization of the horrible crimes that people can commit against other human beings can be terribly traumatic to a child. For some children, the first understanding of human cruelty comes through learning about the Holocaust. On this issue, Carol Matas states that, "When I was a child I learned about the Holocaust, became so distraught and upset at the cruelty, that is was probably the beginning of my loss of faith. After all, if there was a God, how could God permit such cruelty? From then on I basically tried to avoid the topic, doing no reading on it, avoiding anything about it because it was too upsetting" (Matas, 2000). It is this negative effect (or potential effect) that causes many people to object to teaching young children about the Holocaust. They want to protect the innocence of children as long as possible and delay the teaching of the Holocaust to later stages of development and maturity.

Naturally, both schools of thought are represented in Canadian children's Holocaust literature. Some books represent small aspects of World War II and the Holocaust through adventure rather than horror. In such books, children play pranks on the Nazi soldiers or participate in the hiding of a Jewish friend, so they won't be 'taken' by the Nazis. The books touch on the Holocaust without actually detailing the atrocities that occurred.

Other children's books describe horrifying events in vivid detail with the intent of engaging the reader in the horror. But where to draw the line is a constant source of debate. Some images are arguably "too horrible for anyone, including children" (Nodelman, 1996, 66-67). Teachers need to be aware of the images presented in the resources they select to use with students. They also need to be sensitive to the contexts of their students. In some cases, for example, educators may wish to use a resource that downplays violence, while still providing openings for important discussions.

As teachers come to make their own choices about curriculum content, it is important to consider that "Literature can play an important role in helping children develop historical-political understandings" (Mitchel & Smith, 51) and "aid children in the creation of a more profound and inclusive we" (Schwartz, 1995). In other words, learning about multicultural history including the Holocaust, can help our children become better citizens of the world.

"It is important to recognize the universality of the Holocaust. It is a human study depicting the evil people can do, but it is also a story of people's triumph and their will to survive. Holocaust literature reveals basic truths about human nature, providing children with credible models of heroism and dignity. At the same time, the study compels them to confront the reality of the human capacity for evil." (Fox, 1997, 9).



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Developing citizenship by infusing societal values such as empathy, acceptance of difference, and tolerance in children has always been one of the goals of education. The difficulty in using the Holocaust for this goal is the selection of an appropriate age and manner for this to be done. Sensitive educators will need to resolve this dilemma in their own practice. The use of carefully selected Holocaust literature is one way in which the important discussions can be opened. Through these discussions, societal values can be shared values which will make our communities better places to live and prevent atrocities, such as what occurred in Montreal on April 5, 2004, from ever happening again.

Note: As a complement to this article, I prepared a select annotated bibliography titled "The Second World War/Holocaust Literature for Children" located elsewhere in this issue of SLIC Online. While it is not an exhaustive list, it serves as a starting point for educators considering the inclusion of Holocaust literature within curriculum. It is accompanied by a list of similar bibliographies available on the web.

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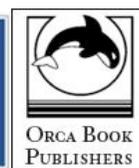
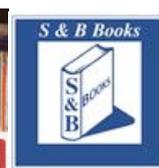
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If Not Now, When Do I Stand and Be Counted?: A Librarian's Personal Reflections in the Wake of the United Talmud Torah Firebombing

Phil Gold

Phil Gold holds a Bachelor of Arts in anthropology and a Master of Library and Information Studies (2003) from the University of Western Ontario. He is currently seeking employment to launch his career as a professional librarian.

Dear Friends, Colleagues and fellow Librarians,

The thoughts and sentiments on these pages are personal reflections that have developed as a result of events that have transpired during the past couple of months. One result of this reflection and communication has been the personal call to action. I hope that this may do the same for you.

There is something special and unique about the smell of a new book, or about the sound of a book's spine as its pages open for the first time. I am willing to admit that I have often found my heart begin to race when I enter a used book store for the first time and browse its shelves in the hope of finding a buried treasure.

There is also, at least for me, something sad and disturbing about the burning and destruction of books. It is outrageous to think that there is actually a code of morality that excuses this behaviour as a remedy for the violation of a particular set of values, mores and community standards. The burning of books has to be the ultimate form of censorship. It is a literary inquisition that purges by fire what is considered evil, corrupt or damaging.

Seventy years ago Albert Einstein said, "The world is too dangerous a place to live in. Not because of the people who do evil but because of the people who stand by and let them." The wave of insanity that marched across Europe under a Nazi boot began with the banning of books, and then the burning of books and then schools and then attacks on children. All of this happened as people stood by and watched smoke from crematoria filled the air.

Our society is 'the Just Society.' Our country is the multicultural mosaic based upon ideals such as peace and justice, freedom and acceptance. For these and so many other reasons Canada is regarded as the best country in which to live. In our country we don't burn books or libraries. At least, in My Canada we don't.

I am a librarian, or at least I will be when I am finally hired as one; and as a librarian, as a Canadian, as a person who lives in the world, I was shocked to hear of the April 5, 2004 firebombing of the United Talmud Torah School library. As a librarian, I know that the environment in which we work is supposed to be a safe environment where people can learn, read, and explore the world around them. That at least is the ideal, but someone who threw a Molotov cocktail into the school's library window changed that impression for me. Are libraries safe anymore?



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There is a deeper, darker side to the fire at this particular school and this particular library, however that makes me very afraid for the coming storm. As a librarian, I am outraged that a school's library was torched. As a Jew living in what I have always considered to be a safe place, I have become very afraid for what may come next.

I learned of the firebombing at Montreal's United Talmud Torah School during a telephone call that came as I sat with family and friends to begin the Seder meal that marks the beginning of the Festival of Passover that is celebrated by Jews throughout the world. It was disturbing enough to hear that someone had thrown a Molotov cocktail through a school window to set fire to the library. But, you see, my friends and colleagues, this was so much more than a simple act of arson and vandalism. It was an act of hatred and I cannot in good conscience stand by as people do evil in My Canada.

We have to realize that the United Talmud Torah School is not simply any school in any neighbourhood of Montreal. It is a Talmud Torah School. We have to realize that Talmud Torah is a phrase so deeply and totally identified with Jews throughout the world, because it represents a Jew's education and the fundamental texts at the core of Judaism. Torah: The Five Books of Moses, The Pentateuch, The Bible. Talmud: the collection of commentaries and debates spanning more than 2,500 years of discussions between Rabbis. Almost nothing represents Judaism more fundamentally or symbolically than these texts do, both internally to Jews and externally to people around the world.

So, my friends and colleagues, when a Molotov cocktail was thrown into the Talmud Torah School library on the first night of Passover, as children ask "why is this night different from all other nights?" this act can only be perceived as an act of hatred and of anti-Semitism of the most repugnant kind. And, yes, it happened in Our Canada.

B'Nai Brith recently reported that the incidents of anti-Semitism in Canada have risen by 27% during the past year. In recent weeks we have witnessed a trend that ought to make all Canadians worry, as I do, that things are about to get worse. Tombstones have been toppled in cemeteries in Toronto, Kitchener, and Brantford. Homes and businesses have been spray-painted. Synagogues and mosques have been vandalized in Toronto and Pickering. We, as librarians, we as Canadians, cannot stand by and let people do evil again.

Yes, the desecration of a Mosque is just as much an anti-Semitic act as the desecration of a synagogue. While not all Muslims are Arabs, both Arabs and Jews have something in common in our being direct descendants of Abraham. Linguistically, both Arabic and Hebrew are found within the same language family as Semitic languages. Attacks against Arabs and Jews are both anti-Semitic and one does not mitigate the other.

When a symbol such as a swastika or a slogan such as 'Hitler should have finished the job' is painted on a building, the only target of this vile hatred is Jews. This, my friends, is why I am afraid and why I had to say and do something.



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As librarians, we can stand up to be counted as beacons of light against the coming storm and offer our assistance in the rebuilding of the United Talmud Torah School library. Our expertise in collection development, our relationships with vendors and publishers would certainly help to rebuild this tri-lingual (English - French - Hebrew) school library. With this in mind, I urge you to contact the local office of the United Jewish Appeal, or the United Talmud Torah School in Montreal to offer whatever help you can.

I have begun by working with the local community here in London, Ontario to raise money for supplies, resources, and books to help rebuild the library in Montreal. I have also taken a symbolic stance against the destruction of books and burning of libraries. Since April 5, 2004 I have worn a paper clip on my shirt lapel, or shirt pocket. Paper clips hold together information that we consider important. They bind. The paper clip has become symbolic of the bonds of values that hold us together as Canadians and of solidarity as librarians who stand to be counted against the destruction of safe places.

"If I am not for myself then who will be for me? And if I am only for myself, then what am I? And if not now, when?"



Reflections on a Firebombing

Elaine Harger

Elaine Harger is a librarian at Mount Si High School in Snoqualmie, Washington. She is also a co-founder of the Progressive Librarians Guild, co-chair of the International Responsibilities Task Force of the Social Responsibilities Round Table in the American Library Association, and an elected councilor-at-large of ALA.

In the dead of night, a school library is a very quiet place. Moonlight passes through windows, softening the edges of tables and bookcases, faintly illuminating the spines of books - *Joseph's Little Overcoat*, *Charlotte's Web*, *Harry Potter*. One can imagine the echo of reading, each book with all its past readers silently emanating a constant flow of every word and image that passed from mind to hand to book to voice to mind - an invisible cycle, a web of reading that connects each book to each reader, listener, to each class, school, community, generation. Indeed to all history. Every library is full of intersections with all humanity, and this one now, in Canada, in Montreal, at the United Talmud Torah School, is on the verge of an historic moment.

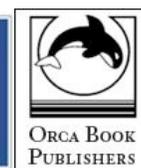
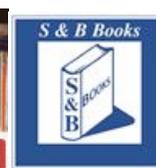
Crash! The echoing silence broken by shattered glass. How many canisters through how many windows? One? Two? Three? Four? The thud of fuel-filled can against floor, wall, row of books, keyboard. Like the moon's shadow, dark liquid seeps from container, bursts into flame, and suddenly fire goes to work, spreading, climbing, leaping, curling, melting. A fire dance only as old as the dark arts of man.

Outside in the cold? Does he/she/they stand and smile the demented smile of book burners past, fleetingly feel the perverted joy of the pyromaniac? Does a satisfied bravado fill the heart of the provocateur? Are emotions frozen as a calculated step is taken toward further destruction?

Two notes are hurriedly taped to doors. Do the words reveal the truth of this act or do they dissimulate? Do they cover-up the sickness of the pyromaniac? Justify the violence of the local anti-Semite? Do the words reveal the intentions of the provocateur or the terrorist? The answer to these questions should be for police, investigators, courts, juries and judges to decide.

Alarms are sounded. Some bring on the fire department. Some the police, the media. Alarms call the principal and the librarian, the parents and students. Alarms continue to sound as the story passes from school to television to website, soon encircling the globe, and the story reaches me, a school librarian in another city, another country. The story reaches me with a request to think about what has happened and to share my thoughts, and I realize that I have been thinking about this moment ever since gasoline-filled jets crashed through windows in my city. I have been thinking about this moment for years, but I did not know it, until now - until I was asked to bring my thoughts to consciousness and to share them with others.

This realization came to me as I read articles from *The Globe & Mail* website. (**Note 1**) One line struck me, would not leave my head, forced me to think deeply. In the article, school head, Sidney Benudiz, is quoted saying, "It's an act of terrorism, plain and simple."



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"It's an act of terrorism, plain and simple."

These words opened the floodgates of thoughts and fears that I first encountered on the day at my school in New York City when I helped inform the older students, calm the younger ones, and reassure the parents.

I read those words, "It's an act of terrorism, plain and simple." and I wanted to scream. Scream so loud that everyone who also read or heard those words would hear mine - an act of terrorism is NEVER plain and simple. It is a terrible mistake, a fatal mistake to speak and act as if it were. I knew this on September 11, 2001. I suspected it before that day of horror. I know it as a certainty now - and others do too. But what I most fear is that those who actually respond to violence act as if terrorism really were a plain and simple matter. Each act of violence has its own roots, roots tangled wildly in the perpetrator's own personal psychological history and/or in the social histories of those with whom he or she identifies.

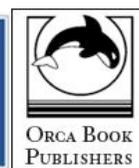
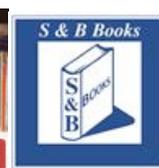
In this case, in Montreal, on April 5th, it was not yet known if the perpetrator was a pyromaniac, an anti-Semite, a provocateur, or a terrorist. Yet an educator, a person responsible for the learning of children, says "It's an act of terror, plain and simple." While it is perfectly understandable that Mr. Benudiz would respond emotionally to journalists' questions as he stood at the ruins of his school's library, it was nonetheless an irresponsible response, one that, left unrevised, undeveloped, will only fuel the flames.

Why do I say this? Why do I use this opportunity to write critically instead of supportively? Am I a callous, unfeeling person? Can I not be politely sympathetic and let Mr. Benudiz's words stand as those of a grieving, angry man? Can I not keep my opinions to myself? Just shut up?

No, I cannot be silent. As an educator, I have been given the opportunity to voice my thoughts on this incident, and so I must. Educators are responsible for helping others understand the world in which we live in order that we might learn how to interact and intervene in it, and one must take care in speaking with children. One word, one glance, one sentence can become a lifelong statement about self or world for a child.

On September 11, 2001, I did not tell questioning sixth-graders, "It must have been Palestinian suicide bombers, plain and simple." No, I said, "We don't know." I did not give the word 'terror' to weeping, frightened third-graders. I said, "You're safe, you'll be okay." I did not stir any flames of vengeance that might lie in the hearts of parents, but simply directed them to where they would find their children. I am an educator, and educators know that in the midst of crisis, calm must be sought and established before the crisis can be discussed - this is our responsibility as educators, as adults. And in order for a crisis to be discussed, facts must be sought out and known. In the absence of knowledge, we must simply say, "We don't know yet, and that's okay. We will know and when we do we will speak again and work from there."

On September 11, children and parents went home to other voices, other words. The journalists and government spokesmen on television and radio did not speak to educate or to calm, but used the crisis to call for revenge - a massive immediate response, they said, was necessary. Plain and simple. "Yes!" shouted many sitting



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before their television - an adrenalin rush, plain and simple. "Oh, no." moaned others - a sinking feeling, informed by knowledge of roots and consequences.

So, the questions we school librarians must ask in light of this attack on one of our own are: How do we talk with students about terrorism? What can the library contribute to learning about this dreadful factor in 21st century life?

Just as a book on a library shelf invisibly connects to authors and readers, so the words of a teacher weave into the minds of students, parents, the larger community, and become the threads of tradition, of culture, of what the community regards as a 'good' education. Teachers' words help weave the social fabric of their communities and are made manifest through action. Education is the foundation of all action - the doctor cannot act to cure the patient without an education in medicine, and the soldier cannot kill the enemy without an education in the use of weaponry.

Reflective teachers know the power of lessons, and know this power largely resides in the emotional life of each student. Feelings either inhibit or fertilize learning. A child who feels frustrated has difficulty learning. A child who feels confident learns with ease. Students become adults who can read (or not), calculate (or not), analyze (or not), question (or not), because of their educations - educations in the broadest sense, formal and informal, conscious and subconscious. Students engage in education out of their emotional lives. One frustrating experience can become a lifetime of "I hate math." One disparaging remark can gnaw a festering hole into a person's life, "I was never any good at _____." An act of terror against one's school certainly evokes many emotions, and the question for educators becomes how to teach, what to teach about terrorism. What lessons will our children carry into adulthood? What acts do we hope will result from our lessons?

Mr. Benudiz is not alone in thinking terrorism is "plain and simple." Many people in the U.S. today, and probably in Canada as well, characterize terrorism as "evil", 'savage,' 'heartless,' and believe that acts of terror should be responded to swiftly, decisively, forcefully. But should that be our response as educators?

The Internet edition of *Canadian Jewish News* reports that United Talmud Torah will put some of the burned books on permanent display when the library is reopened. This display will play an important role in teaching children at the school about what happened on April 5th. The principal explains, "We will let them know the truth, that this is an ugly event, that someone very bad did this. But we need to reassure them, not frighten them." (Note 2)

While the firebombing of the library was unquestionably an ugly event, it is overly simplistic to attribute the act to a 'very bad' person. Certainly 'very bad' is a description even the youngest school child can understand - that is what one is when knocking down a playmate's block tower, that is what the big, bad wolf is. 'Very bad' is something that resides *within every child*, children *know* that, and if teachers equate 'very bad' with burned books in the absence of attempts also to explain the context within which that book became burnt, then the lessons children learn will be very problematic, and probably very frightening.

The question for a school community is how to reconcile the 'very bad' of terrorism with the 'very bad' of childhood. What happens when, as educators, we grant the complexity (and humanity) of a child's bad behavior, while refusing to acknowledge the complexity of the terrorist's? After all, any decent teacher, in reprimanding a child for bad behavior will also immediately acknowledge and refer to the child's



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capacity for goodness. Now certainly the 'bad' acts of a child and a terrorist are vastly different in kind and consequence and motivation, but our teaching about them should not be. We teach a child to understand behavior:

- Maybe you were angry, but;
- It might be fun to tease, but;
- Yes, maybe your teeth do like to bite, but;

As difficult as it might be, our lessons about terrorism must equally acknowledge the humanity of the terrorist. Terrorism is not rooted, as popularly believed, in evil 'plain and simple,' but in very human problems - in society, in policy, in economic and political behaviors. If it is true, for instance, that this particular act of violence was committed in retaliation for the Israeli killing of Sheik Ahmed Yassin, then why? What in the life of the perpetrator would lead him or her to believe that firebombing a school library in Montreal would be an appropriate, justified act of retaliation? On a multiple-choice test following a unit of study on the matter, possible answers might be:

- a. because her/his home in Gaza was bulldozed when s/he was a child.
- b. because s/he believes in collective punishment.
- c. because s/he is evil.
- d. All of the above.
- e. None of the above.

Our children must be taught that terrorism is *not* plain and simple. There are many kinds of 'terrorist' acts, many motivations, much complexity.

Burned books on permanent display in a school library must ask 'Why?' It would be a grave mistake to simply let those books evoke Germany in the 1930s. The books burned at United Talmud Torah were not burned in the 1930s in Germany. They were burned in 2004 in Canada. The Canadian government is not engaged in a policy designed to promote racist anti-Semitism. The old axiom 'a rose is a rose is a rose' might be true for such plain and simple things as roses, but a burned book is not just any other burned book. Every charred and blackened, smoky book has its own unique story. Whether burned as the result of a lightning bolt, an accident, a pyromaniac's sickness or a firebomber's intent, every burning of books has its own context - some simple, some extremely complex.

Educators at United Talmud Torah face the challenge of planning a lesson on terrorism for their students. Will the permanent library exhibit of books burned in the early morning hours of April 5, 2004, be used to educate or to indoctrinate? Will the exhibit encourage students to ask 'Why?' or will the caption read "An artifact of terrorism, plain and simple."

It is not, however, only our colleagues in Montreal who must plan such lessons. In an age when 'war' is being waged against 'terrorism,' every educator, every librarian must think carefully, must educate him or herself on this subject before we plan our lessons. In other words, we must approach the topic of terrorism as educators. We must read, evaluate, analyze, question and find at least some answers for ourselves before we can even hope to provide meaningful lessons for our children. To do otherwise would be to teach from ignorance, and *that* is dangerous.



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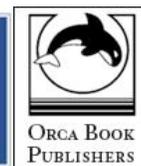
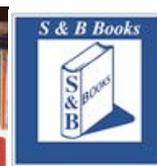
Finally, today the 'answer' being given to the question of terrorism is violence. I believe that the library community needs to become an advocate for peace. For is it not the peace of the sleeping library that we want? Is it not the peace of the busy, buzzing library that we cherish? After all, who among us will publicly stand up and declare support for destruction? Who will openly encourage the burning of books either in the dead of night, or under the bright light of day burned by bombs dropped from government planes?

The world today is filled with violence. Violence grown from violence past. Violence passed from one generation to the next. A heritage of violence. Librarianship can remain a 'neutral' profession and allow violence to continue along its horrible path into our present and future. Or we librarians can stand up and be counted among the advocates of peace. If not our profession, whose? If not now, when? Never?

Notes

Note 1: "Fire guts Jewish school's library." *Globe & Mail*, April 5, 2004, www.theglobeandmail.com/servlet/story/RTGAM.20040405.wfire0405/BNPrint/National/, accessed April 8, 2004.

Note 2: "Montreal police probe Jewish school firebombing," by Janice Arnold. *The Canadian Jewish news: Internet Edition*, May 20, 2004; www.cjnews.com/viewarticle.asp?id-3096. Accessed 5/22/04.



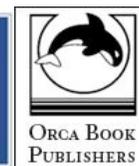
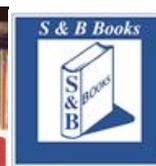
The Second World War/Holocaust Literature for Children: A Selected Bibliography

Jeanne Buckley

Jeanne Buckley is a teacher-librarian in two elementary schools in the York Catholic District School Board, north of Toronto. She is a graduate of the Teacher-Librarianship by Distance Learning Masters Degree program at the University of Alberta.

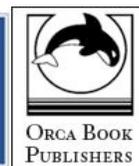
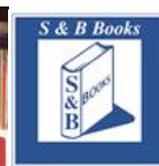
As a complement to my article "Using Holocaust Literature to Teach Values" located elsewhere in this issue of SLIC Online, please find below a brief annotated bibliography of Holocaust literature for children. While it is not exhaustive, it serves as a starting point for educators considering the inclusion of Holocaust literature within curriculum. Appended is a list of similar bibliographies available on the web.

Title, Author	Setting	Description	Violence	Ages
Terrible Things: An Allegory of the Holocaust Eve Bunting	A forest	Picture book, black and white illustrations Terrible things' come and one by one take each species say nothing The little rabbit who survives say "if only we creatures had stuck together, it could have been different"	Low	6+
Daniel's Story Carol Matas	Lodz Ghetto	Daniel's family is moved into the Lodz Ghetto, many are murdered He is taken to Auschwitz and Buchenwald Daniel takes photos to documents the horror which is described in detail	Very High	12+
Lisa Carol Matas	Denmark	12 year old Lisa witnesses the occupation of Denmark by the Germans and later becomes a resistance fighter with her older boyfriend and boyfriend Jesper Roundups of Jews begin, but citizens work to hide them and get them to safety Lisa kills a soldier during an	Medium	11+



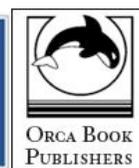
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		escape to Sweden		
Jesper Carol Matas	Denmark	Teenage Jesper works as a resistance fighter against the Nazis. He is captured and tortured, his friends are killed and he must kill to survive. He questions how different he is from the Nazis. Documents the resistance of the Danish people.	Medium	12+
After the War Carol Matas	Europe after the war	Ruth is devastated when she discovers she is the only one in her family to survive the holocaust. Violence and discrimination against Jews continues. Ruth and other orphans go on a dangerous mission to try to get to Palestine which has closed its borders to Jewish immigrants.	Medium to High	12+
The Garden Carol Matas	Palestine	Ruth (in her late teens) and other children who survived the Holocaust try to create a life in Palestine but violent actions between the Arabs and the Jews mean another war is starting.	High	14+
Greater than Angels	Vichy France	The people of Le Chambon-Sur-Lignon shelter Jewish children and others to safety during the Second World War. Anna, her mother, an aunt, and grandmother are sent to a concentration camp where French organizations are attempting to help. Anna helps arrange for instruments so the prisoners can have joy. She survives the ultimate fate of most prisoners by going to Le Chambron, where she has relative freedom and even attends school.	Medium to Low	10+



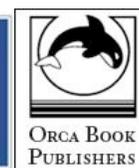
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<p>The Secret of Gabi's Dresser Kathy Kacer</p>	<p>Czecho-slovakia</p>	<p>Gabi's friends desert her after the Nazis invade her country and her father dies of a heart-attack. Stories circulate about round-ups of young Jewish girls, so Gabi and mother prepare a spot in a dresser for Gabi to hide. When the soldiers come, Gabi's mother distracts them from the dresser, Gabi feels her father's protective presence. Soon after, Gabi and her mother go into hiding in the mountains.</p>	<p>Low</p>	<p>8+</p>
<p>The Diary of Anne Frank Anne Frank</p>	<p>Amsterdam</p>	<p>The actual diary of a young girl whose family went into hiding with other families during the Second World War. Tells of the everyday problems of people being hidden. The epilogue tells of the ultimate fate of the people, including the death of Anne in a concentration camp.</p>	<p>Low</p>	<p>10+</p>
<p>Your Name is Renee Ruth Kapp</p>	<p>Germany</p>	<p>Memoir of a Jewish Girl, four years old at the start of the story, who is hidden during the war as a Catholic orphan</p>	<p>Low to Medium</p>	<p>13+</p>
<p>Behind the Bedroom Wall Laura E. Williams</p>	<p>Germany</p>	<p>Korinna Rehme becomes a member of her local Jungmaedel, a Nazi youth group. She believes that Hitler is helping the word. When Korinna discovers that her parents are secretly hiding Jews in their house and helping them to escape the city, she is shocked. Her loyalties are put to an extreme test when a neighbour tips off the Gestapo</p>	<p>Low</p>	<p>10+</p>
<p>Hana's Suitcase Karen Levine</p>	<p>Japan Europe</p>	<p>A modern-day museum curator in Japan tracks down the identity of the owner of a small suitcase that is an artifact from the second world war.</p>	<p>Low</p>	<p>10+</p>



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			The owner is a young girl and the parallel story tracks her movements and her eventual death.		
When the War is Over Martha Attema			Sixteen year old Janke Visser, a Dutch resistance fighter, befriends a German soldier and continues her resistance efforts.	Medium	14+
Daughter of Light Martha Attema	Netherlands		When her mother goes into labour during the night, 9 year old Ria confronts the Mayor of her town, which has had the electricity turned off.	Low	8+
Devil's Arithmetic Jane Yolen	Poland		Time slip fiction book in which 12 year old Hannah is transported back in time into the body of a relative. Hannah is captured and taken to a death camp where she befriends Rivka. When Rivka is selected for death, Hannah goes to the gas in her stead (whereupon she returns to her modern identity.)	Medium	12+
Camp X Eric Walters	Whitby, Ontario		Two boys living in Whitby, Ontario accidently stumble across a secret training camp, based on 'Camp X'. They are asked to help determine the holes in the security of the camp and a nearby factory where their mother works. They suspect local citizens of being German spies.	Low	10+
Goodbye Marianne Irene N. Watts	England		11 year old marianne is able to get on the Kindertransport, which took 10,000 Jewish children out of Germany, but she must leave her family behind.	Low	9+
Remember Me Irene N. Watts	England		In the sequel to Goodbye Marianne Marianne is in England, working for a British Family and is trying to get her family brought to safety.	Low	9+



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A pocket full of Seeds
Marilyn Sachs

Vichy
France

Due to poverty, Nicole Neiman was raised by Christians until she was 8. When she returns to her parents, she witnesses racism when the girl across the street won't play with her. When Germans capture her family, none of her family's friends help, but she finds reguge in the dormitory of her school.

Low

10+

Holocaust Bibliographies on the Web (Books for Children) Last updated May 6, 2004

Do You Know? Will You Remember? Books and Websites About the Holocaust for Young Adults Karen L. Simonetti (1998-2003). <http://www.euronet.nl/users/jubo/holocaust.html> - A list of books with accompanying article on the importance of teaching about the holocaust.

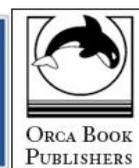
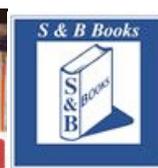
Children's Books about the Holocaust: A Selected Annotated Bibliography Claire Rudin (1998) <http://www.holocaust-trc.org/chldbook.htm> - Article on teaching about the Holocaust, followed by lists of books.

Books for Children about the Holocaust Rabbi Amy R. Scheinerman (n.d.) <http://www.scheinerman.net/judaism/book-reviews/holocaust.html> - Annotated bibliography compiled by a Rabbi.

Bibliography of Children's Holocaust Books Holocaust Institute for Educators, Florida State University (n.d.) <http://fn1.tfn.net/holocaust/biblio.html> - This book list on Holocaust books starts out with picture books and works its way up.

A Teacher's Guide to the Holocaust: Bibliographies Florida Center for Instructional Technology, College of Education, University of South Florida (2002). <http://fcit.coedu.usf.edu/holocaust/resource/books.htm> - This site has links to many more bibliographies.

Children of the Holocaust: Books on the Survivors and the Slain Brough's Books (2004) http://www.dropbears.com/b/broughsbooks/military/holocaust_children.htm - Books on Children of the Holocaust, some for children and some just about children, but aimed at adult audiences.



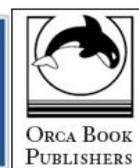
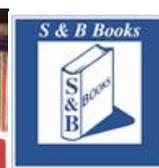
SCHOOL LIBRARIES IN CANADA

Key Intellectual Freedom Resources

Toni Samek

Toni Samek is Associate Professor at the School of Library and Information Studies, University of Alberta. Her teaching, research, and service focus on intellectual freedom. For more information, see <http://www.ualberta.ca/~asamek/toni.htm>.

1. Universal Declaration of Human Rights - <http://www.un.org/Overview/rights.html> - see Article 19 Adds weight to any policy relating to intellectual freedom. Shows how education and librarianship are connected to the larger social context.
2. Canadian Charter of Rights and Freedoms - <http://www.efc.ca/pages/law/charter/charter.text.html> - see Fundamental Freedoms 2 (b) Any Canadian policy related to intellectual freedom should reference this document.
3. IFLA/FAIFE (Free Access to Information and Freedom of Expression) - <http://www.ifla.org/faife/intro.htm> - IFLA Statement on Libraries & Intellectual Freedom <http://www.ifla.org/faife/policy/iflastat/iflastat.htm> Shows how Canada is in line with a larger agenda where intellectual freedom is concerned.
4. Statement on Effective School Library Programs in Canada - <http://www.cla.ca/about/school.htm> - Familiarize yourself with the Canadian Library Association's stand on school libraries and tie it in to your own advocacy rhetoric to show alliance.
5. Canada's Book and Periodical Council - <http://www.bookandperiodicalcouncil.ca/> - See Freedom of Expression Committee http://www.freedomtoread.ca/who_we_are/index.asp The best one-stop shopping reference source for information about censorship in Canada.
6. Canada's Freedom to Read Week - <http://www.freedomtoread.ca/default.asp> & see When the Censor Comes http://www.freedomtoread.ca/censorship_in_canada/censor.asp Learn how to celebrate and support freedom to read in Canada in your own workplace and community.
7. ALA's Intellectual Freedom and Censorship Q & A - <http://www.ala.org/ala/oif/basics/intellectual.htm> Clear and accessible definitions and scripted answers to common questions found here.
8. CLA's Statement on Intellectual Freedom - <http://www.cla.ca/about/intfreed.htm> Have this posted on your school and library wall in public view and refer to this in all policies relating to intellectual freedom.
9. CLA's Code of Ethics - <http://www.cla.ca/about/ethics.htm> Did you know that the first directive in the Canadian Library Association's Code of Ethics is to support intellectual freedom? Check it out!
10. ALA's Office for Intellectual Freedom Challenge Database Form - <http://www.ala.org/ala/oif/challengesupport/reporting/challengedatabaseform.html> A great place to get informed about all the reasons resources are challenged and who is doing the challenging.
11. Book and Periodical Council, Case Studies on Book Challenges & Case Study Form - http://www.freedomtoread.ca/censorship_in_canada/case_studies.asp Go



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here to get tips on documenting, reporting, and coping with challenges in Canada.

12. ALA - Parents, Kids and Banned Books - <http://www.ala.org/ala/pio/piopresskits/bbbwpresskit/parentskids.htm>
Read up on how to better communicate to parents the importance of intellectual freedom.
13. Net Safe: Net Smart - <http://www.cla.ca/netsafe/index.htm> Rely on this to help you negotiate open Internet access in a climate of fear surrounding children's protection. Available in English and French.
14. Resolutions Passed at the 58th CLA Annual General Meeting, Toronto, ON June 23, 2003 - <http://www.cla.ca/resources/resolutions2003.htm> Recent examples that demonstrate how intellectual freedom is at the heart of library advancement in Canada.

Full Set of Canadian Library Association's Position Statements

<http://www.cla.ca/about/poslist.htm>

Action for Literacy (February 1993; Amended June 1993)

Buying Around (June 1978)

Canadian Guidelines on Library and Information Services for Older Adults (November 2000)

Canadian Guidelines on Library and Information Services for People with Disabilities (February 1997)

Canadian Library Association Perspective on the World Trade Organization Meetings (November 1999)

Citizenship Access to Information Data Banks - Right to Privacy (June 1987)

Code of Ethics (June 1976)

Copyright (November 5, 1995)

Corporate Sponsorship Agreements in Libraries (June 21, 1997)

Effective School Library Programs in Canada (November 25, 2000)

Financial Support to Writers (June 1976; Amended June 14, 1994)

Florence Agreement (November 1977)

Foreign Credentials (June 2003)

Guidelines for Library Support of Distance and Distributed Learning in Canada (February 1993; Amended November 24, 2000)

Human Resource Management Practices (February 18, 1995)

Information and Telecommunication Access Principles (June 18, 1994)

Intellectual Freedom (June 1974; Amended November 1983 and November 1985)

Internet Access (November 8, 1997)

Library Service to Linguistic and Ethnic Minorities (June 1987)

National Librarian Appointments (June 1983)

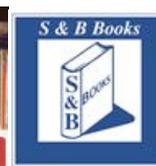
Public Library Boards (October 1979)

Qualifications for Library Technicians Working in School Systems, The (June 1984)

Regulations Related to Bill C-32 Library Exceptions and Parallel Importation (June 21, 1997)

Special Collections Interest Group Code of Ethics (February 1993)

Young Adult Services in Public Libraries (March 1987)



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Inspiring Quotes About the Importance of Libraries in Society

SLIC Editors

Selected from Dr. John Ellison's Compilation of Library, Librarian and Librarianship Quotes <http://informatics.buffalo.edu/faculty/ellison/quotes/libquotesac.html>

Isaac Asimov

I received the fundamentals of my education in school, but that was not enough. My real education, the superstructure, the details, the true architecture, I got from the public library.

Margaret Atwood

A word after a word after a word is power.

Patricia Wilson Berger

Show me a computer expert that gives a damn, and I'll show you a librarian.

John Berry III

If your library is not 'unsafe', it probably isn't doing its job.

Daniel J. Boorstin, Librarian of Congress

The greatest obstacle to discovery is not ignorance; it is the illusion of knowledge.

Catherine Drinker Bowen, U.S. biographer

In early days, I tried not to give librarians any trouble, which was where I made my primary mistake. Librarians like to be given trouble; they exist for it, they are geared to it.

Ray Bradbury

You must live feverishly in a library. Colleges are not going to do any good unless you are raised and live in a library every day of your life. There's no use going to school unless your final destination is the library.

Marcus Green

The fragmentation of rational knowledge in the postmodern world has produced a focus on information that is unaware of its history.



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A. Broadfield

Librarianship has for its purpose the maintenance of the part of the life of the individual which is the activity of thinking freely.

Henry Steel Commager

Schools were never intended to be tranquilizers; they should be agitators.

Walter Cronkite

Whatever the costs of our libraries, the price is cheap compared to that of an ignorant nation.

Arthur Curley

Libraries are fundamental to civilized society and library services are a public good.

Anonymous

A library is an arsenal of liberty. Nobody graduated from a library. Nobody graduated without one.



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Provincial Reports

SLIC Editors

Newfoundland and Labrador Teacher-Librarians' Association

Heather Godden
President, Newfoundland and Labrador Teacher-Librarians' Association
May, 2004

During delivery of the new PC government's budget on March 30, 2004 it was announced that the current 11 school districts in Newfoundland and Labrador, are going to be reduced to five. In a news release March 30th, John Ottenheimer, the Minister of Education stated: "Government is cognizant of the many uncertainties associated with a large structural reorganization of this nature and is committed to ensuring there will be minimal effects felt by children and teachers in the classroom."

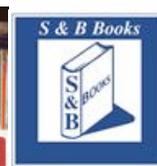
Enrolment forecasts project just over 60,000 school-age students in this province by 2011. Currently, there are 305 schools with 78,985 students. Two hundred and fifty-six teaching units are scheduled for removal from the province's system in the 2004-05 school year, (one unit equals one full-time teaching salary). An additional 109 will be phased out in 2005-06. The Minister noted, "Despite the fact that enrolment loss has necessitated a teacher reduction, students in Newfoundland and Labrador will continue to have access to more teacher resources than students in any other province in Canada."

Teacher Librarians (TLs) in this province have been allocated based on a formula used by the Department (Ministry) of Education since 2000. It allows for one TL per 1,000 students. All teacher allocations to school boards are based on this per-pupil ratio formula with little or no consideration given to programs.

Last year, in the spring of 2003, cuts in teacher allocations announced by the Liberal government in its budget made it necessary for this province's (currently) largest school district (Avalon East, approximately 30,600 students in 66 schools), to cut 36 teaching units. TLs took the brunt of this cut with 23 total units being taken from the area. Translated, every TL position in the Avalon East School District (AESD) was cut to half. Teacher Librarian positions in the AESD are now on par with the rest of the province's school districts.

Next year, the new board will serve 127 schools with a projected September enrolment of 44,756, (more than half Newfoundland and Labrador's school-age students). In his March 30, 2004 news release, the new PC Minister also noted, "Although the total allocation is based on school characteristics, districts have the flexibility to address their own priorities and decide how these teachers will be deployed in the classroom." Pre-dating that, in a news release dated Mar. 16, 2004 Mel Hong, chair, Avalon East School Board stated:

"We've got nothing else to cut but programs." That's how the Avalon East School District will deal with teacher cuts should the provincial government



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follow its current teacher allocation formula in the upcoming provincial budget. "We are deeply concerned that any further cuts to our teaching staff will put programs in jeopardy and increase class sizes." The Board is asking government to abandon its application of pupil-teacher ratios and consider its proposal, which is based on multi-year planning, program requirements and human resource needs.

"Last year our district lost 36 teaching units. We absorbed that loss by putting our learning resource teachers (TLs) back in the classroom," says Hong. "If we continue to lose teaching units based on the current formula, programs will be cut, class sizes will be larger, and the quality of education for our students will be compromised." And most recently: "The Avalon East School Board is extremely concerned that the recent decision by the provincial government to consolidate school boards for the 2004/05 school year is happening too fast. It predicts that forcing the school board consolidation from 11 to five boards for September 2004 will create chaos for the new school year".

NLTA Learning Resources Council Action

In January, 2004 following up on an intense letter-writing and media campaign launched in May, 2003 following the cuts to TL positions, NLTA Learning Resources Council President Heather Godden and Vice President Gilda Parsons met with Education Minister John Ottenheimer and (then) Deputy Minister Harold Press. They also met in January with NLTA President Fred Douglas and Assistant Executive Director Lloyd Hobbs. Concern was expressed regarding the continuous decline in TL positions in Newfoundland and Labrador. It was reiterated that in many parts of the province, TLs have been facing extinction for a number of years as a result of the way in which TLs are allocated by the Department of Education and by the way in which teacher allocations in general are determined. **It was stressed that in light of current enrollments and programs this allocation formula must be changed and teachers must be assigned based on programming needs to ensure that all students in our province receive a fair and equitable education.**

The provincial executive is striving to use every means at its disposal to convince the government of the need to change the teacher allocation formula. A "reminder" letter has been drafted and will be sent to the Minister, Leader of the Opposition and the Opposition Education Critic, the NLTA, the NL School Board Association, the NL Federation of School Councils, the AESD, etc., etc.

If a formula must exist, it should be based on program needs rather than on numbers and the essential role of TLs must be given adequate consideration in this formula! Wish us luck!

Teacher-Librarians' Association of Nova Scotia

Florence O'Neill
President, Teacher-Librarians' Association of Nova Scotia
May, 2004

Greetings from Nova Scotia, where we are at last beginning to see some signs of spring. Along with the eagerly anticipated change in weather, we also hold our collective breath to see what effects the budgets (provincial, municipal, and Board) will have on our schools and libraries.



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As yet, there has been no word from Halifax Regional School Board, the only Board in Nova Scotia still employing teacher-librarians, on the staffing of school libraries for the coming year. As in past years, each level (municipal and board) awaits the decisions of the one above before designating funding for the various programs for which it is responsible. Meanwhile, our Department of Education has stated that it is developing a plan for school library programs, although when it will become public is uncertain.

Last year, an extensive report entitled 'Forging a Future for Nova Scotia School Libraries' was completed by Dr. Ray Doiron, Faculty of Education, UPEI, and submitted to the Nova Scotia Teachers Union. This report resulted from a comprehensive study carried out by Dr. Doiron under the auspices of the NSTU. The report identified many pressing issues facing our school libraries, and made a number of strong recommendations for implementation. While the report was accepted and given the weight of the NSTU's approval in 2003, it remains unacknowledged by the Department of Education. This Association will continue to press for its implementation through the NSTU's efforts with the Department. An executive summary of Dr. Doiron's report can be viewed at: http://www.upei.ca/~raydoiro/html/sch__libraries_in_ns.html.

Prince Edward Island Teacher-Librarians' Association

Sandi Reddin
President, Prince Edward Island Teacher-Librarians' Association
May, 2004

TL's on P.E.I. continue cautiously optimistic about our role as valued learning partners in our schools. Since the upgrading of our standards and guidelines to a minister's directive (2000), most schools are striving to meet at least the minimum recommendations for qualified staff and quality resources in adequate numbers. A recent staffing and funding review gave school libraries a very high profile and supported the recommendations in our directive. Even so, there are valid concerns about the erosion of our role in some schools and inadequate funding in most.

Some highlights of the past year have been in the area of Professional Development. Our Resource-based learning consultant has been very involved in developing the new literature-based science curriculum for the elementary grades; TL's have been included in the implementation in-services with classroom teachers. It goes without saying how this will strengthen our co-operative planning and teaching efforts and enable us to enhance our collections.

In November, PEITLA organized a Professional Development Day for TL's and interested teachers. Dr. Ray Doiron, professor at the University of Prince Edward Island and last year's recipient of the Margaret B. Scott Award, was our main presenter. His focus was on his study of school libraries in Nova Scotia and the impact on PEI School Libraries. He shared some of his findings on reading choices of boys and girls and the usage of non-fiction books. He also presented highlights of Achieving Information Literacy: Standards for School Library Programs in Canada. Everyone also enjoyed a poetry presentation by John Smith, the Island's first Poet Laureate. Members of PEITLA put on a display with a variety of themes/study units from elementary to high school level.



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On May 26, PEITLA will be presenting our annual Distinguished Administrator's Award to Susan Willis of Charlottetown Rural High School. This recognition is always a very positive few moments at the last principals' meeting of the year in whichever of our school districts the recipient works.

One of our particular concerns here is that we maintain our internationally recognized Diploma in School Librarianship that we are so fortunate to have at UPEI. It is invaluable in enabling us to ensure qualified professionals are available for positions in our schools here and elsewhere. PEITLA is advocating for the program and is encouraging students with modest scholarship offerings. The program is also changing to allow participants the option of applying some credits to a Master's Degree.

As we look forward to summer, we look forward to partnering with UPEI and CSLA (July 4-9) to present Information Literacy and the School Library: A Summer Institute for Teacher-Librarians and other interested Educators. Participants have the option of taking the institute as a credit course in the Diploma in School Librarianship Program or towards a degree in education. More information may be found on the CSLA website.

Ontario School Library Association

Bobbie Henley
President, Ontario School Library Association
May, 2004

The Ontario School Library Association continues to work diligently on behalf of its members. We began the year with a council made up of many new and eager councilors who represent a large portion of our vast province, and assigned ourselves portfolio, special projects and/or liaison responsibilities in order to be flexible and ready to keep abreast of and involved in issues as they come along. Since our initial meeting, we have the following to share with readers:

First - The Good News!

Super Conference

Plans are well underway for yet another fabulous OLA conference, to be held Feb. 3-5, 2005. The concept for this year will be 'Stories' and the sharing of our successes, and organizers have some amazing ideas to embellish this theme. Proposals for OSLA conference sessions have been submitted and speakers are being lined up. Last year over 900 teacher-librarians attended, and the reviews were extremely positive. Stay tuned for more details!

Teaching Librarian

Our latest issue is entitled ICT @ your library. As usual, contributors have outdone themselves by writing a wide variety of articles in which they have shared their expertise in the area of technology. A template for the curriculum unit pullouts has been developed, which should make contributions to this section of the magazine consistent for readers. The last issue for this school year will centre on 'ethics' and



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themes for next year will be decided at the annual board meeting in August.

Reading Programs

The OLA's Forest of Reading programs once again has been widely popular with students of all ages in Ontario schools. Beginning in primary grades with Blue Spruce, and continuing through the grade levels with Silver Birch, Red Maple, and White Pine, OSLA is also currently piloting a Book Club model for senior students. Participating schools now pay one membership price to join any of the established programs and access all necessary forms, etc. online. Local celebrations have been planned across the province. We continue to promote literacy and the joy of reading through our reading programs.

Students at Risk Initiative

OSLA has submitted a proposal for further development of the Ministry's Think Literacy: Cross Curricular Approaches, Grades 7-12 resource document. It is our intent to provide materials to promote lifelong independent reading and provide at risk students with strategies to successfully select their own reading material, and to develop research skills and empower students at risk with scaffolds, organizational tools, and lifelong learning skills. We hope to develop these resources during the summer.

Educational Institutes

OSLA continues to be part of and enriched by OLA's Education Institute; programs and workshops are scheduled throughout the year and are accessible on-line or by teleconference. The Ontario Coalition for School Libraries After an initial organizational meeting to brainstorm the development of an Ontario Coalition for School Libraries, a steering committee was formed and has begun setting a Coalition Mission Statement as well as assigning tasks to individual members. The coalition follows the lead of British Columbia, and endeavors to work on behalf of school libraries to increase public awareness and strengthen communication with government.

The Ontario Digital Library

The Ontario Digital Library is a partnership among Ontario's libraries working with education, university, training, business and medical communities and will provide virtual services and seamless access to information for everyone in Ontario. Plans for the ODL are moving forward and the project has entered its next stage in its development. For more information about this exciting new project, visit the OLA web site at www.accessola.com.

The Not-So-Good News

The Ongoing Crisis

Although we anticipated positive change from our new government, we have yet to see any changes to the school funding formula or a recognition of the incredible worth of the school library program. Past president Esther Rosenfeld wrote a letter on behalf of OSLA last year to our Education Minister, wherein she outlined what needs to be done to address the crisis. We have continued this advocacy with some of our members attending and voicing their concerns at local government Town Hall



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meetings

According to the parents' group, People For Education, the trend of reducing Teacher-librarians in our schools continues. Their tracking report, due in early June, will be followed up with a press release from OSLA, which is in the process of gathering statistics on staffing of school libraries in both panels from school boards across Ontario.

British Columbia Teacher-Librarians' Association

Mary Locke President,
British Columbia Teacher-Librarians' Association
May, 2004

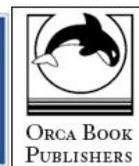
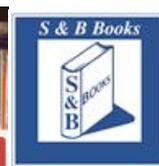
This year, for the first time, many chapters of BCTLA celebrated National/International School Library Day on October 27. Some of us had storytelling events, some had parent information meetings, and some did these and more and invited media attention. There were quite a few papers and some radio shows that featured school libraries and teacher-librarians or at least mentioned that it was NSL day. The provincial government's stress on literacy was helpful in attracting media attention. Especially memorable were Stephen Hume's articles in the Vancouver Sun. One of the headlines was "It's Not Rocket Science. Literacy Tumbles When School Libraries Close."

Another high point was our conference in Prince George on the provincial professional development day. The theme was "Renaissance". There were many excellent presentations and speakers. Anyone present will never forget dancing through the presentation by Monica Coneys from Gravelbourg, Saskatchewan.

Starting in August, our vice-president Randi Hermans began attending meetings of the B.C. Coalition for School Libraries. (I joined the group in February.) The steering committee includes members of BCLA, the Vancouver Public Library, University of B.C., parents, a trustee, a retired professor from University of Victoria, and a few teacher-librarians. Dr. Ken Haycock worked hard to form this group and is now letting it go on by itself. The Coalition is becoming a registered non-profit society and has plans to seek members, ask for donations, and disseminate information on the importance of school libraries. We will be joining as a provincial group and individual chapters are asked to join as well. This will be taking place in late spring or fall 2004

It is very heartening for those of us who believe and work in school libraries. We are so grateful to all those who have come forward to help, especially to BCLA which made school libraries a priority this year. And we need help. Since the end of provincial ratios in 2002 there has been a 25% reduction of teacher-librarians in B.C. The situation is very different in different areas across the province. Some areas have full programs, some have partial, some have clerks, some have nothing at all. In one district there are 2 teacher-librarians to administer the libraries of 17 elementary schools!

We are becoming more and more aware of the need to have careful accounting of library services, staffing and budgets. We have always kept records but are finding it harder to do so as our numbers diminish. The BCTF has been very helpful to us. They are going to pilot a web-based survey with us and are also going to help us find data



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in districts where TLs have disappeared or virtually disappeared. This will take place in June of this year.

In January, at Family Literacy Day at the Vancouver Public Library, the Premier was speaking on the importance of literacy and I had an opportunity to speak to him briefly afterwards. I gave him a copy of the *The Crisis in Canada's School Libraries* and he invited me to visit him to talk about school libraries. The meeting was changed to the Minister of Education and the Minister of Community Services (public libraries). We went (Neil Worboys, the President of BCTF, and myself) on March 31 and the presentation went very well, but the Minister of Education was called into the legislature just before our meeting so he didn't see it. We re-scheduled for May 11. The Minister was very charming but the meeting was very short so he made few responses. I am hoping to return in September when we have the results of our first electronic survey and have much more data for him.

Our province and all school boards are stressing the importance of literacy. We can only hope that the evidence of documents such as *The Crisis in Canada's School Libraries* showing the positive correlation of student achievement with well staffed and funded school libraries will influence people at all levels of government. Our own individual and group efforts have always been and will continue to be essential. It is encouraging that we now officially have others to help us.



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Message from the Editor

Jennifer L. Branch

Dr. Jennifer Branch is the Coordinator of the Teacher-Librarianship by Distance Learning program. She took up the position in July of 2001 after a year in the School of Information Science and Policy at SUNY Albany and after completing her PhD at the University of Alberta in the School of Library and Information Studies. Jennifer's areas of research are information-seeking processes, information literacy education, electronic reference sources, and teacher-librarian education. Jennifer and her husband Dr. Martin Mueller are expecting their first child in November.

When I read, in my morning newspaper, about the bombing and destruction of the school library at United Talmud Torah, I had to go back to bed.

I didn't know what else to do.

But after my tears and a few phone calls, I realized that there was something I could do. This issue is the result. Thank you to all of the contributors!

I especially want to thank Toni Samek for being my guiding light in the areas of intellectual freedom and social responsibility. Toni has a way of making everyone who listens to her speak feel as passionately about these issues as she does. Look for Toni to be a Guest Editor next year with more on intellectual freedom for school libraries.

I encourage you to think about issues of concern for the profession and take up the challenge of being a guest editor for SLIC. Please contact me if you have any questions or would just like to chat about some ideas.

Best wishes for a happy and relaxing summer! Hope to see you in Victoria for the Canadian Library Conference.

Jennifer L. Branch



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La revue SLIC est la revue officielle de CASL. C'est une revue professionnelle publiée 4 fois par année ayant comme objectif la publications d'articles spécialisés destinés aux professeurs bibliothécaires et au personnel travaillant dans les bibliothèques scolaires. Dans la plus récente édition, nous avons eu 57,512 visiteurs résultant en plus de 400,000 pages visitées. Le site hypertoile de SLIC a un classement de 5 sur Google.

Nous sommes à la recherche de publicité pour continuer de produire SLIC sur Internet pour les professeurs bibliothécaires à travers le Canada et autour du monde. Les individus, associations ou organisations désirant faire de la publicité sont priés de nous **contacter** pour plus d'informations.

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