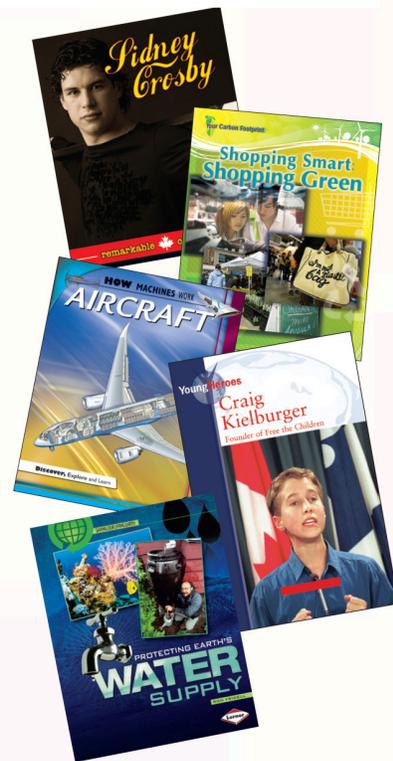


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Canadian Association for School Libraries *Awards and Grants*

The Angela Thacker Award

The Angela Thacker Memorial Award has been established in memory of Angela Thacker, teacher-librarian, library coordinator, and school library colleague, mentor, leader and advocate who served the Association for Teacher-Librarianship in Canada (ATLC) and the Canadian School Library Association (CSLA) in many capacities. This Award honours teacher-librarians who have made contributions to the profession through publications, productions or professional development activities that deal with topics relevant to teacher-librarianship and/or information literacy.

The Chancellor Group Conference Grant

The Chancellor Group Conference Grant provides a \$500.00 travel grant to support attendance of newly qualified teacher-librarians at the next conference of the Canadian Association for School Libraries (CASL). The impetus for this program was a substantial donation by Dr. Ken Haycock.

The Margaret B. Scott Award of Merit

The Margaret B. Scott Award of Merit honours an individual who has made an outstanding contribution to Canadian school librarianship at the national level. Nominees do not need to be members of CASL.

The Follett Teacher Librarian of the Year Award

The Canadian Association for School Libraries honours, through this award, a school-based teacher-librarian who has made an outstanding contribution to school librarianship within Canada through planning and implementing school library programs, based on a collaborative model which integrates library and classroom programs. The award is sponsored by National Book Service. Nominees do not need to be members of CASL.

CASL Digital Project Award (Proposed for Ratification at the 2009 AGM)



The Canadian Association for School Libraries honours a Special Digital Project that exemplifies how digital networks contribute to 21st century learning in school libraries. A virtual award stamp from CASL will be given to the recipient/s of this award. Nominees may include school-based, district wide, or province wide projects. These may include, but are not restricted to, Web 2.0 environments and communications that enhance the collaborative nature of information sharing to the benefit of school libraries and learning. All the nominations sent in this year will be candidates for the award in 2010.

Nomination Forms for Awards are available at <http://www.cla.ca/casl>.

Nominations close February 28, 2009

Submit nominations to Sheila Cooper-Simon, Chair, CASL Awards Committee/Councillor, CASL at simon@mts.net.

Cover: Eric Kramers - Original map data provided by *The Atlas of Canada* <http://nrcan.gc.ca/> © 2009.
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School Libraries in Canada

Volume 27, Number 1

ISSN 1710-8535

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Submissions for
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should be sent to
sliceditor@gmail.com

**Max
Turner**

Author of Night Runner



See our privacy policy at: <http://www.cla.ca/casl/privacy.html>

President's Message

Having just published a letter as the CASL President in the recent issue of *School Libraries in Canada*, and currently being in the process of writing one for the next edition of *Impact*, I fear that it could be repetitive to update you on the recent activities of CASL. Instead, in keeping with the theme of this issue, I would like to contribute to this cross country "checkout" by telling you about the school library where I work.

The school library at Langley Secondary School in Langley, British Columbia was built in a new wing of the school. LSS is celebrating its 60th anniversary this year, but the library is only five years old in its present setting. The collection holds over 13,000 items and about 80% of the collection would be considered fairly new. Being an old library, we do have literature and some reference materials that would be considered old and, as we change our catalogue, I will be taking a close look at these items to see if we should keep or discard them.

Even though I am in my second year working at LSS, it feels like a new school. We went through a reconfiguration of schools in South Central Langley this year

and we went from being a high school with 8 - 12 classes and 829 students to a 9 - 12 configuration with 1200 students.

Our library budget has increased a bit but it is going to take a few years to add the necessary resources to our collection, especially for the new programs that have been added to the curriculum. The library is busy every period this year with more than 400 new students and about 20 new teachers on staff. The computers are constantly in use. To facilitate access to the catalogue, the district has decided to move to a web-based catalogue that will be housed on a central server at the district offices. This should help teachers and students research the databases and catalogue from anywhere in the school and from home. Langley is the last district in the upper Fraser Valley to move to a web-based OPAC.

To assist teachers and students with the multiple literacies taught collaboratively in the school, I expanded the school library website (<http://langleysecondary.com/lsslibrary/index.html>) to offer information and resources that can be used in the library and in classes.

The library at LSS has always had a full time librarian, and my predecessor, during his nine years in

the library, worked collaboratively with the staff in teaching literacy skills and helped out with their reference and research questions. I have continued working with the staff but the increase in numbers of students and staff has reduced the amount of time I can dedicate to some classes.

The library is full most of the time with classes and students

on study blocks. In some periods, upwards of 100 students can be found in the library, so it can be noisy at times.

Nonetheless, I appreciate my time in the school library at LSS. It took thirteen years before I was finally able to get a full-time position as a teacher-librarian in a high school. The wait was worth it.

Richard Beaudry

Richard Beaudry has been a teacher-librarian in British Columbia since 1987. He took a two-year leave of absence from teaching in 1995-97 to work as the Director of the Provincial French Resource Centre at Simon Fraser University. Richard has been an instructor in the teacher-librarianship diploma program at the University of British Columbia since 1999, teaching classes in cataloguing, collection management, acquisition and circulation of resources. He teaches both in class and online courses. He has also taught some computer technology courses in the Computer Studies (CUST) Department of the Faculty of Education.

He has completed a B.Ed at McGill University, a diploma in teacher-librarianship, a Master's of Education in Information Technology/Literacy and a Master's of Librarianship and Information Studies (MLIS) at UBC.

Richard has been working on the support team of the Canadian Association for School Libraries (CASL) for several years, working on digital resources. He maintains the CASL listserv and the CASL/NSLD websites. Richard was the managing editor for *School Libraries in Canada (SLIC)* from the fall of 2006 until 2009 and he was elected president of CASL at the CLA Conference in St. John's, Newfoundland in May 2007.

An Introduction from the Editor

It is a pleasure to begin my term as editor of *School Libraries in Canada* by sharing this opportunity to begin to “check out” what is happening in school libraries across Canada. This edition of *School Libraries in Canada* is intended as a starting point to help us to get a sense of the diversity of our communities. This, and future issues, will highlight some of the resources that are available to assist us in meeting the challenges of helping students to access and use information and to achieve higher standards of literacy. One such resource is the *National Atlas of Canada* which is the subject of the feature article. Thank you to Anna Jasiak of the *National Atlas of Canada* at Natural Resources Canada, who wrote the story, and to her colleague Eric Kramers who assembled the cover art for this issue.

To try and get a perspective on school libraries from outside of our own professional community, political leaders from across the country were approached to contribute their own school library memories. Thank you to the political leaders who took the time to reflect on their own school library experiences. We hope that their reflections on school libraries in their own lives will translate into practical support and that we will enjoy the support of all of our political leaders, regardless of whether or not they were able to find the time to share a memory. We hope that the successes documented in this and in future editions of this journal will help them to realize that spending that supports school libraries is an investment in the success of future generations.

This is just the beginning. I encourage everybody who works in or with school libraries to help to make this journal a mirror reflecting both the accomplishments of school libraries in Canada and the challenges they face. Whether your contribution is a school library profile (see page 14), a longer article or an academic paper on a relevant topic relating to information studies or literacy, please submit it for consideration: share your knowledge, experience, insights and enthusiasm for the work we do. Your suggestions are welcome. This journal must be a collaborative effort and it will be shaped by its contributors and its readers. Please participate and send your submissions and feedback to me at sliceditor@gmail.com.

Derrick Grose

Derrick Grose is a teacher-librarian with the Ottawa Carleton District School Board. A teaching career that began thirty years ago has taken him from a CUSO posting at Ujoelen Grammar School, a high school in rural Nigeria, to Lisgar Collegiate Institute, Ottawa's oldest high school. There have been several stops along the way including Oxford House and Thicket Portage in northern Manitoba and many happy years at Sir Wilfrid Laurier Secondary School in Orleans, Ontario. He is also a member of the editorial board for the Ontario School Library Association's journal, *The Teaching Librarian*.

Authoritative, current and accessible

by Anna Jasiak
Senior Research Geographer
Atlas of Canada
Natural Resources Canada

The Atlas of Canada Website provides school librarians and their patrons with access to authoritative, current and accessible geographic information in many forms on both national and regional scales. The data, presented in maps and analytical texts, is easily accessible on the Internet with effective and intuitive tools, allowing users to increase their overall knowledge of Canada.

The Atlas of Canada has spanned six editions with the first edition published in 1906. Since the official Internet launch of the 6th Edition in 1999, the online atlas has seen many revisions, mostly in response to the needs of the users. The Atlas team has conducted user-centered requirements studies, engaged focus groups, which included teachers and students, and captured feedback through various online surveys, interviews and usability analysis. These efforts have ensured that Atlas users benefit fully from all aspects of the Web site, accessing all

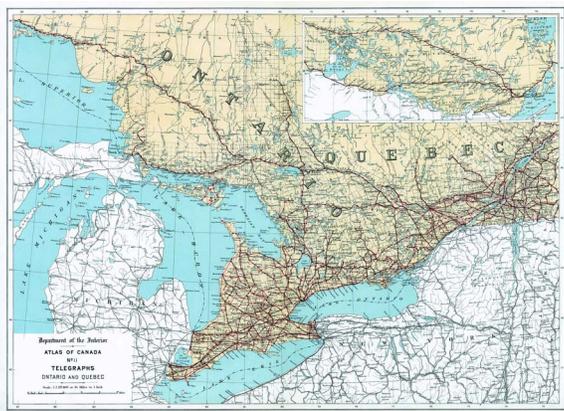
the tools and information with relative ease. The education community, both teachers and students, constitutes a large proportion of the Atlas users; these groups use this resource to investigate Canada and its people using historical, economic, environmental and cultural information on maps.

All paper editions, published prior to 1999, have been scanned and are available on the *Atlas of Canada* website under the Map Archives section. The mapping scales are varied and range from small overviews at 1:30 000 000 to more detailed ones at 1:1 000 000. The scans contained in this section are of the original printed maps that have been made available for viewing using current map browser technology. The map tools include zooming in and out, panning or moving the map left, right, up or down. Users are also provided the choice to download the map file or use the special print tool. In addition to the first 5 editions of the atlas, there are also other

A guided tour of a valuable resource in any researcher's effort to "check out" Canada

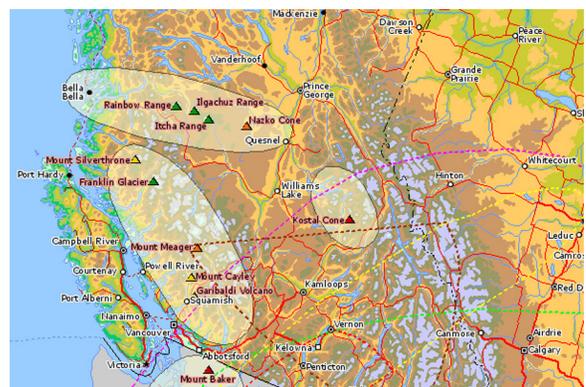


historic maps and special products, all of which are just as easily accessible. An example of a scanned map below shows the telegraph network for Ontario and western Quebec. The data is as of about 1906.



The interactive thematic maps on the website include hundreds of dynamic colour maps. Interactive mapping and visualization allows for research at various map scales, where varying degrees of thematic detail are delivered. Comprehensive texts, direct access to related data and references and links sources offer users the ability to do further research. Online atlas subjects

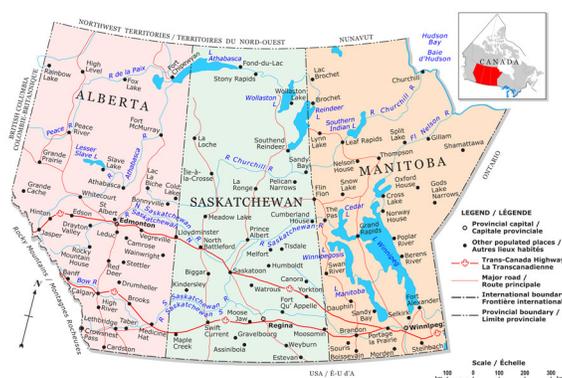
have been organized to allow users to select and view their areas of interest, quickly and easily. Subjects covered include the environment, the Canadian society and basic demographic information, aboriginal peoples, the economy and history. Other topics of interest to Canadians such as Health, Climate Change and Freshwater are also available. New maps are published regularly as new data becomes available. Below is a 'zoomed-in' view of a Natural Hazards map depicting volcanoes in British Columbia and along the west coast.



A Learning Resources section has been developed, housing lesson plans,

curriculum guides and other learning materials. Also included in this section is an interactive glossary, a section on ‘Facts about Canada’, information about basic cartography and map making, quizzes and other useful links.

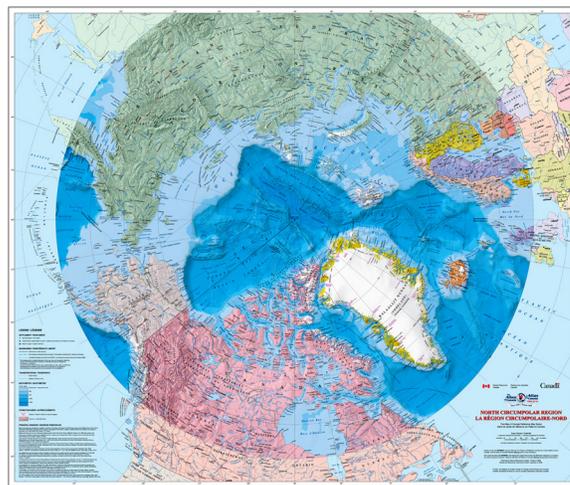
In addition to learning resources, a variety of Reference Maps are available. These include colour maps of Canada and the provinces and territories, as well as black and white outline maps including both Canadian maps and international maps. The 100th Anniversary Map Series contains information for a range of geographical themes on Canada’s economy, environment, history, natural resources and population, all of which are of high quality and available to print or save in JPEG or PDF format. All reference maps were designed to be easy to print as convenient sizes ideal for in-class use. The example below depicts a political map of the Prairie Provinces showing boundaries, the provincial capitals, selected populated places with names, selected drainage with names and selected roads.



The Atlas of Canada publishes paper

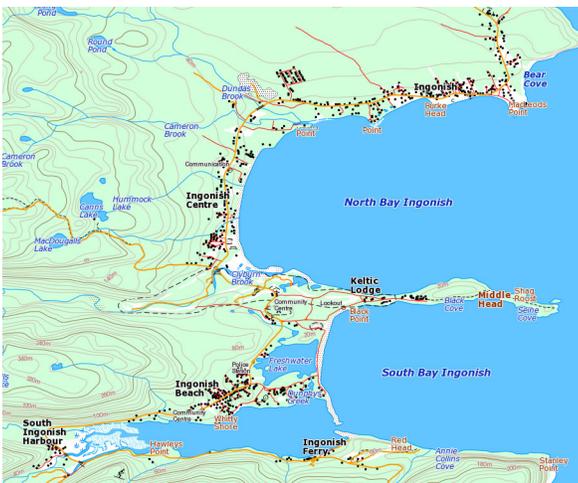
maps regularly as a series depicting Canada, North America and the world. A series of poster maps for use as promotional educational resources has also made available; they are regularly distributed at numerous educational venues.

As an example of an official paper map publication, the *Atlas of Canada* has recently revised and published its Northern Circumpolar Region Map, which shows up-to-date undersea bathymetry and land relief. Place names, boundaries, glaciers and ice fields, roads and railways have also been updated. Other new features include the circumpolar tree line, surveyed north magnetic pole locations from 1831 to 2007 and ice shelves. The permanent polar sea ice has been updated to 2007. An *Atlas of Canada* brochure showing some of this information is available free of charge. The official paper map, Catalogue MCR001 is available for purchase from the Canada Map office and through any map distributor and retailer across Canada.



Paper wall maps, such as this one, remain the most popular map products requested of the Atlas of Canada.

The Atlas of Canada also delivers free access to topographic map coverage of Canada from the National Topographic System (NTS). These maps depict, in detail, ground relief (landforms and terrain), drainage (lakes and rivers), forest cover, administrative areas, populated areas, transportation routes and facilities (including roads and railways), and other constructed features. The maps show data from the 1:250 000 and 1:50 000 National Topographic Databases. The online tools allow easy access to maps and allow quick searches of features and places. All results can be either printed or saved.



The Atlas of Canada continues to provide authoritative, current and accessible geographic information through its products and services at a national level. Working with partners and users, the Atlas facilitates the integration and analysis of an array of

geographic data in order to increase the overall knowledge about Canada and Canadians.

You are invited to explore over 100 years of mapping of Canada at <http://atlas.gc.ca>.

The author can be contacted at:
Anna.iasciak@cers.nrcan.gc.ca

Back issues of *School Libraries in Canada*

*To explore back issues
Of this journal go to our archive at:*

[http://www.clatoolbox.ca/
casl/slic/archives.html](http://www.clatoolbox.ca/casl/slic/archives.html)

Topics explored in past issues include:

Canada's Internet Generation: Connected, Active and Younger Than Ever - Valerie Steeves and Cathy Wing

Creating Media-Savvy Students: Media Awareness Network Resources for Teachers and Teacher-Librarians - Warren Nightingale

Cyber bullying: Understanding and Preventing Online Harassment and Bullying - Media Awareness Network

Drink Up: Alcohol Advertisers Recruit Young Drinkers - Anne Taylor

Helping Kids Deal with Online Hate - Anne Taylor

Math Resources for Intermediate and Secondary - Elaine Zink

"I Didn't Know That Was Canadian!" - David Ward

Media Literacy: Essential Survival Skills for the New Millennium - Barry Duncan

Podcasting for Learning - Anita Brooks-Kirkland

Popular Fiction Series for Children - Linda Watson

Portrayals of Race in Popular Culture - Anne Taylor

School Library Memories

What experiences have shaped the perceptions of school libraries held by our political leaders? Political leaders from across the country were asked, by email, to share a school library memory with the readers of *School Libraries in Canada*. The leaders were given the following prompt:

Your contribution of a “school library memory” would be much appreciated. It need not be lengthy. Maybe you remember the first book you signed out when visiting a school library with an elementary school teacher. Perhaps, when doing research in your high school library, you made a discovery that influenced the direction of your life. . . . Your school library memory might also be something you recall from a visit you made to a school library as an adult. The idea of this request is not to get a policy statement, but rather a personal recollection of an experience in a school library that made an impression on you.

Here are the school library memories submitted by the federal and provincial leaders who were able to find the time to respond to our request. We thank them for sharing their reflections.

**The Right. Honourable Stephen Harper, P.C., M.P.
Prime Minister of Canada**

Libraries have always been among my favourite places. As a young student, I enjoyed walking between the stacks, scanning the various titles, anticipating the promise of what I might discover when I opened the pages and began to read.

In later years, as I focused my attention on economics, I began to read voraciously on macroeconomic theory, political economy and economic history. While these subjects might sound dry, much of the knowledge I gained through the works written by great economic thinkers has prepared me well for the challenges I face in my current role.

I strongly believe that the wealth of wisdom obtained through my time spent in libraries, both as a youngster, and later as a post-graduate student, has cemented a life-long love of learning that I will always carry with me.

Now, I enjoy bringing my own children to the library. The greatest gift I could hope to give Ben and Rachel is to instil in them a thirst for knowledge and love of books.

**The Honourable Ed Stelmach
Premier of Alberta**

As you may be aware, I grew up in a very small community of Andrew, Alberta. Our village had a population of less than 500 people and our school and the library were very small.

I was able to spend hours in our library researching homework projects and kindling my interest in our political system. My favourite school library memory was the first Hardy Boys book I checked out of our little library. How I could get lost in their adventures! I devoured the books and had to be restricted to reading only before bed or none of my chores or homework got done.

**The Honourable Gordon Campbell
Premier of British Columbia**

The first library I remember was in the basement of my elementary school - that didn't faze me much since my Grade One class was in the basement too. My first real memorable experience in a library though was when I was in Grade Six. There was a really good book - only found in the library - on the Tudor Monarchs. As it happened, we had to do a project on those same Kings and Queens so off I went to the library. Needless to say, all my classmates had the same topic, the same library and were after the same book. That's when the concept of the "lending library" really struck me as fair, if not essential.

Since then libraries have played a very interesting part in my life. It was the librarian and library in high school that gave me a real love of reading. I will always remember that librarian, Mr. Copland – he truly inspired me.

In university, it was in the library where I did virtually all my studying through all hours of the night. The quietness of the stacks, and the thrill of discovering new ideas and new authors, was a defining experience of all I did.

When I taught in Nigeria, it was finding ways to expand choices for students. I wanted them to have books that were based on their lives and their world. Seeing that happen was exciting for me and great for them. The students at my school literally devoured all materials centred on Africa, as well as Africans and their stories.

Finally in public life, the library in Vancouver and local libraries all over the province are the front lines of our efforts to make BC the most literate jurisdiction in North America. I am proud to have been a part of making that happen.

The Honourable Rodney J. MacDonald
Premier of Nova Scotia

I would be pleased to add to the observations you are collecting of experiences regarding school libraries.

I have fond memories probably thanks to the fact that my mother is a librarian. She instilled a love of reading with me from an early age. While sometimes libraries can be intimidating to young people, it was a familiar and welcoming place for me.

One of my favourite books is *To Kill A Mocking Bird*. It is a classic and, as has been noted widely, it is one of those works that everyone should read during their lifetime.

Reading remains a great escape for me and is not only educational but it is a great form of entertainment that is, in fact, very 'green'. It doesn't require batteries or electricity and I encourage our youth to pick up a book more often and take advantage of the expertise of our librarians and the great resources within our libraries both in our schools and our communities.

Honourable Robert Ghiz
Premier of Prince Edward Island

Late last month [October 2008], during an event to celebrate National School Library Day, I had the pleasure of reading to several groups of Island students. I will always retain that particularly poignant memory. The children seemed genuinely interested not only in the excerpt of the book that I was reading aloud to them (*Bats at the Library* by Brian Lies), but the fact that I was as interested in it as they were. It was very heart-warming to be able to convey my love of reading to them in such a simple, but meaningful way.

The Honourable Brad Wall
Premier of Saskatchewan

I remember well the library at Fairview Elementary School; I particularly liked the book *Sabre Jet Ace* [(The American adventure series), written by Charles Ira Coombs] which was about a pilot in the Korean War and I remember reading that book many, many times.

School library memories from the leaders of other provinces and territories will be included in future issues when (and if) they are received.

School Library Profile – Gander Collegiate

School Library Profile questionnaires were designed in the autumn of 2008 and distribution began in the Winter of 2009. The first library to appear in this feature is from Canada's most easterly province, Newfoundland and Labrador. Hopefully, over coming issues we will be able to work our way from east to west and north to south and sample the school libraries of the entire nation. A copy of the questionnaire follows and you are invited to submit your own school library for consideration to be featured in a future edition of *School Libraries in Canada*. Thanks to Kathy Andrews, the vice-principal and half-time teacher-librarian of Gander Collegiate in Gander for being the first contributor to this feature!

Gander is a service and airport town with a population of approximately 10,000 people. It services over 100,000 people from surrounding areas.



Gander Collegiate has a population of 360 students and 25 teachers in Grades 10 – 12. Their library has a collection of 7500 books and 15 computers. Special library-based programs include a book club and the prefect program. The most

popular part of the collection is the fiction collection with a special focus on the Twilight series this year.

The library has recently been revitalized. It has been re-catalogued and brought up to date. The recreational reading section is the most distinctive part. The stacks have been rearranged to allow for three separate areas of the library with the “Fiction” section being a particular source of pride. In an effort to give the library more inviting atmosphere, a group of students did a mural. It has certainly done the trick.



Photo: K. Andrews

A mural created by students has given the Gander Collegiate Library a more inviting atmosphere.

School Library Profile for School Libraries in Canada

Would you like other school librarians to see your school library? If so, please submit a school library profile for consideration for inclusion in *School Libraries in Canada* (<http://www.cla.ca/casl/slic/slicindex.html>), the Canadian Association for School Libraries' on-line journal. With the participation of teachers and other workers in school libraries across the country, we hope to show the diversity of school libraries and the communities they serve across Canada. We also hope to show how much we have in common as we work to promote literacy and develop research skills.

Submissions can be sent by email to sliceditor@gmail.com or mailed to:

Derrick Grose
 c/o Lisgar Collegiate Institute
 29 Lisgar Street
 Ottawa, Ontario
 K2P 0B9

While all submissions will be considered, not all submissions will necessarily be published. It is not necessary to complete all sections of the school profile and, if you prefer, you can submit the profile in narrative form in paragraphs.

Name of School		Address	
Description of Community			
Contact Person:		Contact Email:	
Grades Taught	Number of Students	Number of Teachers	
Number of Teacher-Librarians	Librarians	Library Technicians	
Size of Collection		Number of Computers	
Special Programs			
Most Popular Book(s) or Resource(s)			

Most Distinctive Features

Challenges

Triumphs

Website URL (if any)

Anything else you would like to mention that we did not think to ask

Original Photographs (preferably at least 300 dpi in .jpg format with signed release for any recognizable individuals who are featured centrally in the photographs). Please include the name of the photographer and appropriate captions in the space below.

(Please pass this along to anybody who might appreciate a chance to share and celebrate their library and the work they do in it.)

Profil d'une bibliothèque scolaire pour School Libraries in Canada

Vous aimeriez faire connaître votre bibliothèque scolaire auprès d'autres bibliothécaires? Si c'est le cas, veuillez remplir le formulaire qui suit et le faire parvenir à *School Libraries in Canada* (<http://www.cla.ca/casl/slic/slicindex.html>), la revue en ligne de la Canadian Association for School Libraries. Avec la participation des enseignants et d'autres employés œuvrant dans les bibliothèques scolaires de partout au pays, nous espérons illustrer la diversité des bibliothèques scolaires et des collectivités qu'elles desservent. Nous souhaitons aussi mettre en lumière combien nous avons en commun dans nos démarches quotidiennes pour favoriser la littératie et l'acquisition de techniques de recherche.

Veuillez faire parvenir le profil de votre bibliothèque par courriel à sliceditor@gmail.com ou par courrier à :

Derrick Grose
Lisgar Collegiate Institute
29, rue Lisgar
Ottawa (Ontario)
K2P 0B9

Tous les profils seront examinés, mais ils ne seront pas nécessairement tous publiés. Il n'est pas obligatoire de remplir toutes les cases du formulaire. À noter que vous pouvez aussi nous envoyer votre profil sous forme narrative.

Nom de l'école		Adresse	
Description de la collectivité desservie :			
Nom de la personne-ressource :		Adresse électronique de la personne-ressource :	
Niveaux enseignés	Nombre d'élèves		Nombre d'enseignants
Nombre d'enseignants-bibliothécaires	Nombre de bibliothécaires		Nombre de techniciens en documentation
Taille de la collection		Nombre d'ordinateurs	
Programmes spéciaux :			
Livres ou ressources les plus populaires :			

Caractéristiques distinctives :

Défis :

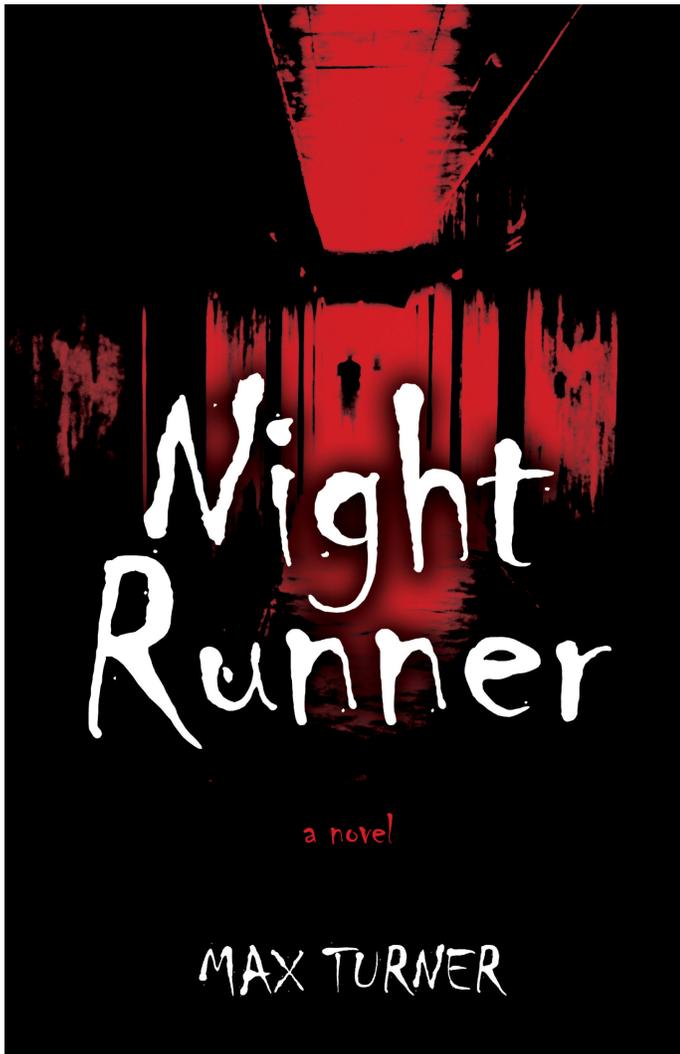
Succès :

URL du site Web (s'il y a lieu)

Autres points que vous voulez partager avec nous et que nous avons oubliés de soulever :

Photos originales (de préférence en format .jpg avec une résolution d'au moins 300 ppp) Veuillez inclure une décharge de responsabilité signée par toutes les personnes visibles et reconnaissables sur les photos. N'oubliez pas d'indiquer le nom du photographe ainsi qu'une légende appropriée dans cette case.

(Veuillez acheminer ce formulaire à toutes les personnes qui aimeraient avoir l'occasion de faire connaître leur bibliothèque et de célébrer le travail qu'elles y accomplissent.)



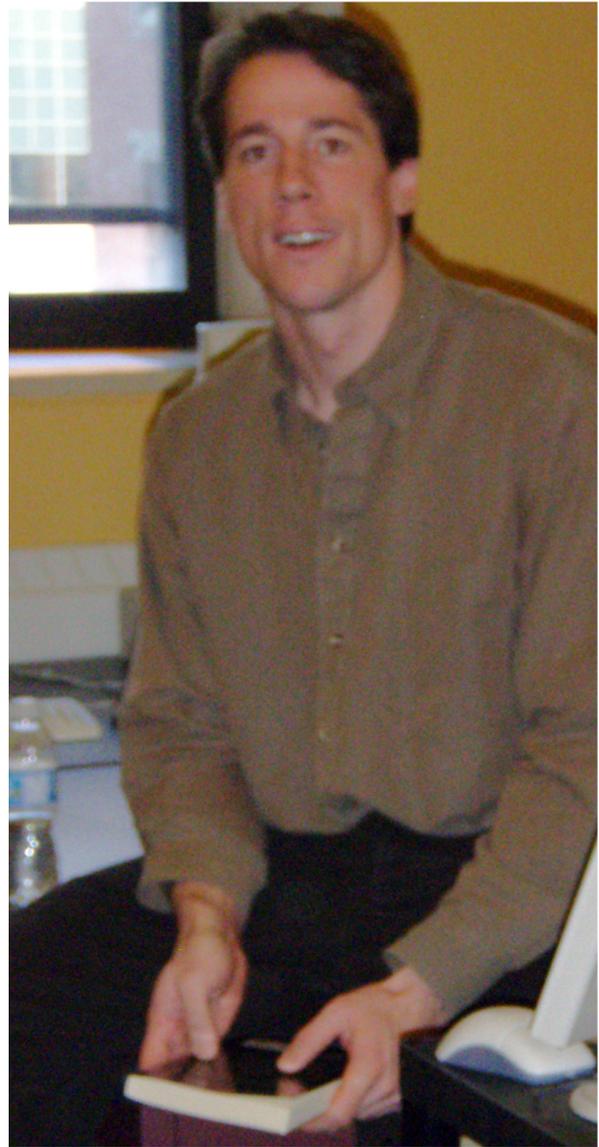
Vampires in Peterborough?

SLIC - How did you come to write *Night Runner*, your young adult novel about a teen-age boy confined to a mental hospital because of mysterious allergies, including an allergy to sunlight?

MT - There were a lot of factors that prompted me to write *Night Runner*. The first was that I had been working on a series of historical fiction novels that were getting so ponderous I figured they were going to become a retirement

project. Since I didn't want my only stories to be published posthumously, I decided to focus on finishing a short, stand-alone novel. Zachary's story had been brewing in my head since teachers' college (1998). Originally it was about an orphaned boy trying to solve his father's murder. It was set in Montreal, where I was living at the time, and the bad guys were rival motorcycle gangs - very much in the news at the time. I imagined that because he was young, if I was going to plunge him into such a dangerous environment, I'd have to give

*School Libraries
in Canada*
interviews
Max Turner,
author of
Night Runner
about his
first published
young adult
novel.



him some exceptional talents. Along with those talents came a host of physical and mental problems that could only be properly treated in a mental institution. By the time I got around to writing Zachary's story, eight years later, I had dropped the organized crime element, but I liked the blueprint for Zack's character, so I kept it. I also wrote *Night Runner* because I'd just finished teaching a grade 10 applied English class. It was full of boys who didn't like to read. I wanted to produce something they would like. Fast paced, quirky-funny, with lots of

surprises.

SLIC - How long did it take you to write the novel? How many drafts did it go through?

MT - *Night Runner* took about a month and half to write. Then I handed it over to an independent editor, Janet Shorten, did a few rewrites for her, a few more on my own, then about a year of work with Lynne Missen and Patricia Ocampo at HarperCollins. Because all of my readers/editors were female, the love story got pumped up a lot, and the harsh

elements of Zack's voice were toned down. In total, about a year and half of editing. I'd be surprised if I did less than 30 edits, but who knows? It might have been 50.

SLIC - How and why did the novel change through the process of drafting and editing?

MT - I had to change the beginning and the end of the story. And the parts in between. The beginning was too slow, so I borrowed a character from the sequel I'd written (which is now in the trash) and used him to speed things along. I also needed to fix how I resolved the conflict. In my original version, I killed Zack and revealed in the epilogue that the narrator was really his best friend Charlie, (who then narrated the now-dead sequel). The consensus was that it left the reader feeling cheated, because you identified with Zack, then discovered he wasn't the one you were connected with. I had to change this. Strangely, he still dies at the end, but it works now, believe it or not.

The love story in the middle also got changed. Well, lengthened. This was a no-brainer. Poor Zack had a terrible life, and I just hadn't given him enough time to enjoy himself before I pulled the plug. Now he gets a true taste of the good life before he gets sent on to the next.

SLIC - Is the title of the novel a

conscious allusion to the 1957 Abner Biberman movie about a mental patient whose efforts to build a new life are haunted by his past?

MT - I didn't know about the movie *Night Runner* until after the title of the book had been chosen. I had originally called the story *The Life and Deaths of Zachariah Thomson*, but this was never meant to be permanent. It was just too unwieldy. When I found out about the Abner Biberman movie, I was a bit worried, but I was actually more concerned about a work of non-fiction called *The Night Runner*, which is about a serial rapist in Louisiana. You wouldn't want any mothers pulling that one off the shelf by mistake.

For better or worse, you can't copyright a title, so I'm not going to get into any hot water for choosing *Night Runner*, but if I'd known about these other stories, I would have gone with something like *Dead Again. Or Dead Twice Over*. Something like that.

SLIC - Did you, as the author, have much input into the cover design? How well do you think the red and black “night vision” image of a figure in a corridor represents your novel?

MT - I was consulted about the cover, but it's sort of like doing your taxes. You only have so much say about the final result. My mother, Julia Bell, is an illustrator, and I'd hoped she would do something raw. Something edgy.

But for teen fiction, photo covers are all the rage, so I had to take my lumps on this one. Fortunately, kids like it. And thanks to Stephanie Meyer and others, when teens see it, it screams vampires, which is a good thing, since my villain is Dracula. Unfortunately, adults look at the cover and assume the story is a horror, which it isn't. *Night Runner* is a coming of age story.

SLIC - Who are your favorite writers and how is your writing influenced by them?

MT - Choosing my favourite authors is like choosing my favourite songs. My answers today would be different from yesterday. They will change next week. Depends on the mood I'm in.

I think I'd like to change the question and focus on my favourite stories as a young teen, which are much more clearly defined. I loved Tolkien's *The Hobbit* and a series by Lloyd Alexander called the Prydain Chronicles. (*The Book of Three*, *The Black Cauldron*, *The Castle of Lyre*, *Taran Wanderer* and *The High King*). I loved Barry Hughart's *Bridge of Birds*, a riotous adventure story about a simple Chinese villager, Number Ten Ox, and the aging detective, Master Li, whom he carries around on his back. *The Neverending Story* by Michael Ende was a masterpiece. (Unfortunately it was made into a movie in the early 80's. I still get

flashbacks. Oh, the horror). And of course there was *Shogun* by James Clavell. My arms got a lot stronger toting that one around. My brain too.

Sadly, I have no idea how these stories, or other authors might have influenced me. They're all mixing around in my melon like a toxic soup. In any case, I wouldn't want to identify authors who have affected my work. It would be like laying blame. I wouldn't want to put that on anyone.

SLIC - From the opening chapter when a motorcycle comes crashing through the front doors into the lobby of the psychiatric ward of the hospital, the novel often has scenes that would lend themselves to an action movie. Are there any plans for a screenplay?

MT - I would love to read a screenplay for this story. Preferably one written by someone practiced. I wouldn't take it on. I did get a call just before Christmas from a producer who wanted to know if the movie rights were available. He didn't want to read the story unless they were. I haven't heard back from him. He must have read it by now. I guess he's still recovering.

SLIC - Places like Peterborough and Stoney Lake are not nearly as closely associated with vampires as Transylvania, which I guess makes them ideal locations for hiding out, but how did they become settings for your

novel?

MT - I grew up in Peterborough. I still think of it as home. And Stoney Lake was where I spent my summers as a young teen. I actually wrote most of the story at my dad's island cottage (which is Charlie's place in the novel). It felt right. And it helped keep things close to the heart.

SLIC - What writing projects are you working on now and what do you have planned for the future?

MT - I live in [the Ottawa neighbourhood of] Alta Vista now, and wrote a bunch of children's stories years ago that take place around our house. I was homesick at the time. Many old friends were moving back to Peterborough with their families and I was living across the street from a park that had little traffic and no familiar faces. I had to find a way to connect myself to the neighborhood. Now the place is saturated with young families, the park is a zoo and my kids are at the perfect age to enjoy these stories. I'd love to work with someone on them before my children and their friends get too much older. It happens fast. Must be the fluoride in the water. And I still have five novels on the shelf, the works of historical fiction I mentioned earlier, that need another ten years of work. I like the characters and plot lines, but I'm not a history guy, and so filling in my knowledge gaps has been an arduous process and has necessitated rewriting huge swaths of story. I might just rewrite these as fantasy stories. Or use them as door jams. I'm undecided.

SLIC - On a completely different note, that may be of interest for our audience for *School Libraries in Canada*, what is your favourite memory of a school library?

MT - That would be Queen Elizabeth Public School in Peterborough, mid to late 70's. The librarian was Mrs. Madely. She stocked every Bill Peet book she could get. I could still walk into that library and find his section with my eyes closed. *The Gnats of Knotty Pine*. *The Whingdingdilly*. *How Droofus the Dragon Lost His Head*. *The Wump World*. *Cyrus the Unsinkable Sea Serpent*. *The Spooky Tail of Prewett Peacock*. All gems. When you're young, you believe anything and everything are possible. It's what makes the stories of childhood so rich and so important. And nothing topped Bill Peet, except maybe a good snowball fight at recess.



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More vampires in Canada?

Reading Max Taylor's *Night Runner* inspired a quest to find other vampire stories set in Canada or written by Canadian authors. It was disappointing to discover that Elizabeth Scarborough's delightfully titled *The goldcamp vampire, or, The sanguinary sourdough* (New York: Bantaam Books, 1987) was set in Alaska, rather than the Canadian Klondike however, there was some consolation in the discovery of vampire literature ranging from children's and adult fiction, to poetry and scholarly analysis that was written by Canadians or that had Canadian settings. Do you have additions or annotations for this list? Send them to sliceditor@gmail.com.

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- Howarth, M. (1983). *Could Dracula live in Woodford?* Toronto: Kids Can Press.\
- Huff, T. (2004). *Smoke and shadows*. Toronto: DAW.
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- Lee, Stephen Andrew. (1997). *Tales from Sanctuary, the vampire sex bar*. Toronto: Spitfire Books.
- Macdonald, D.L. (1991). *Poor Polidori : a critical biography of the author of The vampire*. Toronto ; Buffalo: University of Toronto Press.
- Oppel, Kenneth. (2002). *A Creepy Case of Vampires*. Toronto : Scholastic.
- Poulsen, D.A. (2006). *The vampire's visit*. Toronto : Key Porter.
- Rosenblatt, J. (1975). *Virgins & vampire*. Toronto : McClelland and Stewart.
- Stafford, N. (2007). *Bite me! : the Unofficial guide to Buffy the vampire slayer : the chosen edition*. Toronto: ECW Press.
- Szigethy, A. and Graves, A. (2001). *Vampires : from Vlad the Impaler to the Vampire Lestat*. Toronto : Key Porter.

Date: _____

Name: _____

The Existence of Vampires – Documented Fact?

Examine the web page on “Famous Cases: Vampires on Ice” at <http://www.fvza.org/vonice.html>.

1. The idea of a “Vampire and Zombie Agency” stretches credibility but the creator of this web page has used words and symbols to give authority to this source. How is this done in the header of the web page?

2. Read the following chart interpreting the suffixes used in Universal Resource Locaters (U.R.L.’s or web addresses):

Suffix	Original Meaning
.ca	Schools, educational organizations, libraries, museums and some government departments may be registered under a 2-digit country of origin code, such as .ca, .uk or .au.
.com	Originally .com indicated commercial organizations.
.edu	The United States originally created .edu to indicate American colleges and universities offering 4-year degree programs. Most Canadian universities tend to use .ca; many public school systems now use .edu
.gc	The federal government in Canada uses .gc in its domain name and in the domain names of many of its departments, such as Industry Canada and Canadian Heritage. However, some departments like Agriculture Canada, at www.agri.ca , opt for just a .ca.
.gov	In the United States, .gov applies to federal departments. In Canada, provincial governments use .gov followed by a provincial abbreviation and .ca
.net	Originally .net was intended for organizations directly involved in Internet operations, such as Internet service providers.
.org	Originally .org indicated a wide assortment of groups, including non-profit organizations.

Adapted from “Deconstructing Web Pages” – Media Awareness Network
<http://www.media-awareness.ca/english/resources/educational/lessons/secondary/internet/upload/Deconstructing-Web-Pages-Lesson-Kit.pdf>

a) Suffixes such as .ca, .com, .net and .org can now be adopted by any person or organization registering a domain name (e.g. ocdsb.ca, lisgar.ca, etc.) Which suffix did The Federal Vampire and Zombie Agency register?

b) Why should the domain name suffix associated with this site bring into question its credentials?

c) What domain name suffix would be associated with this site if it was what it presents itself as being?

3. Who is Doctor Hugo Pecos? Why does this name appear to give the web page credibility?

4. Use a major search engine to find out more about Doctor Hugo Pecos? Does your research support or detract from the credibility of the web page? Why?

5. List five significant facts from this web page that you suspect are true. Attempt to verify them using search engines, on-line encyclopedia. Take note of the source used to confirm the fact.

1. Fact:
Confirmation:
2. Fact:
Confirmation:
3. Fact:
Confirmation:
4. Fact:
Confirmation:
5. Fact:

Confirmation:

6. List five significant facts from this web page that you suspect are not true. Attempt to find evidence to contradict the information from the web page. Take note of the source of the contradictory evidence (or of sources that confirm the suspect information).

1. Fact:

Refutation:

2. Fact:

Refutation:

3. Fact:

Refutation:

4. Fact:

Refutation:

5. Fact:

Refutation:

7. Follow the “Vampires” link to the Science of Vampires (and the [Ludovico Fatinelli link](#)) and complete the chart below showing discrepancies between the FVZA and other sources:

Person, Place or Thing	FVZA Explanation	Other Authority (record source)
<i>Treatise on Vampires</i>		
<i>Xenopsylla cheopsis</i>		
first recorded look at bacteria		
Edward Jenner		

8. What is the stated purpose of this web page? Do you think that is the real purpose? Why?

“For me, it’s about telling the stories”

When author Norman Leach walks into a classroom, the kids sit up and pay attention. It might have something to do with the World War One British infantryman’s wool uniform he’s wearing – a replica rather than an original, but made by the same company in India that was cranking them out in 1914. The uniform is authentic down to the puttees, the webbing, the “tin pot” helmet... “I have a pair of hobnail boots,” adds Norman; “but I’ve stopped wearing them in schools because they tear up the floors.” For obvious reasons, the rifle and bayonet also have to stay home.

Norman is in the schools and on the road these days to promote his most recent book, *Passchendaele: Canada’s triumph and tragedy on the fields of Flanders: an illustrated history*. Norman worked as the historical advisor for the 2008 Paul Gross film *Passchendaele*, and the book was commissioned to support the release of the film. A historian by trade, Norman is the author of several books on

Canadian military history. He also teaches business courses at the University of Lethbridge and Mount Royal University and is a well-known public speaker.

... they even lose track of time and they’re asking me ‘What was it like for you?’, and I’m going, ‘No, I wasn’t born in 1899!’

Dressing up is just one of Norman’s tools for educating kids about the battle of Passchendaele. “The uniform brings it home to the students,” says Norman; “it seems to engage them more. Sometimes it’s funny, they even lose track of time and they’re asking me ‘What was it like for you?’, and I’m going, ‘No, I wasn’t born in 1899!’ But if that helps them remember the speech and remember the stories, then it’s well worth doing. I actually love wearing the uniform. It was state-of-the-art, it was the Gore-tex of its day. As much as it’s

Norman Leach brings Passchendaele to the schools

by Glenn Turner



a hundred years old and out-of-date today, for its time it was great for wicking the misture away from the body. Wool gets wet but it dries very quickly.”

Norman`s presentations are crammed with such details, as well as personal anecdotes and the sort of myth-busting that teenagers love (“If you read about gas in the average history book, it was always the Germans who used gas and the Canadians who were the victims. But both sides used it and believed in it”). He prefers to reconstruct what history was like for individuals than to dwell on strategy and tactics. “For me,

it`s about telling the stories. I don`t really care that the Third Battalion moved up on the right flank. I`m really more interested in Tommy McPherson, who stood up with his pipes on the parapet and guided the men out of the trenches. Those stories are more important than the technical how-did-the-battle-unfold stories.”

Norman says that he is “pleasantly surprised” by the students` general awareness of Canada`s role in World War One, and that he enjoys the reception he receives. “The students are always polite and that`s absolutely nice, but there are always a few who will

want to come up and continue the conversation, and that's always gratifying. Then there are some who will follow up with e-mails and more questions, and will sometimes dispute what you say, because there are myths about Canada's role in World War One. I try to be very honest with the students and tell them that the victors get to write the history books...."

Norman probably identifies with the students who are keen, since he has been interested in history himself for as long as he can recall. Growing up in Weyburn, Saskatchewan, he was a straight-A student who liked all subjects, but loved history best of all. "I had a couple of great history teachers in junior high. Mr. Kozak would bring history to life. I remember him dragging in papier-mâché models he'd made of the Coliseum and making us crowd around and saying 'here's where the gladiators would have come in', as opposed to 'turn to page 12 and here's a picture of it'. He made history real, and it became a passion for me."

. . . she'd push the door open and say 'Go back in the stacks if you want to read. Don't let anyone see you, because then I have to let everyone in. Get out of sight and go read!'

Not surprisingly, Norman spent a lot of his youth in school libraries. "I lived in them! I knew the library about as well as the librarian did. There were times that the librarian would let me in early as long

as I couldn't be seen from the outside – she'd push the door open and say 'Go back in the stacks if you want to read. Don't let anyone see you, because then I have to let everyone in. Get out of sight and go read!' And I remember volunteering to work in the library, working behind the counter, and cataloguing books and shelving. All of my teachers and all of my librarians always encouraged me, even if it meant bending the rules. I remember in junior high, there were many times when I was the last one in the library as it closed up, which was always about an hour after school. I'd be in the stacks reading and the librarian would come and shoo me out, and I'd say 'okay' reluctantly and head for the door, and she'd say 'Do you want a ride home?' So there I am, getting a ride home from the librarian... She seemed to enjoy that someone else had that same love of books."

. . . we didn't get to 2009 by accident.

Over time, Norman's primary interest narrowed down to military history. He graduated from the University of Manitoba with a degree in Strategic Studies, and got to know Canadian Forces personnel in the 1990's. Now Norman feels a fierce responsibility to get it "right" in his books and talks, for the sake of soldiers past and present. At the end of a school presentation about Passchendaele, he hopes that the students will understand "that we

didn't get to 2009 by accident. People made sacrifices of all kinds; men and women gave their lives so that Canada could be built on a different foundation than other countries. We continue to build on that foundation. Today, our soldiers in Afghanistan are working on the same idea of building a nation, and these things don't come out of the ground whole. They are a part of our history."

"If I can get one or two kids to go back and dig out a book and say 'I want to read some more', then each presentation is worth it.

"If I can get one or two kids to go back and dig out a book and say 'I want to read some more', then each presentation is worth it. If they go back and say 'Well, that was a waste of an hour', then I have failed – I've failed them, and I've failed the soldiers who fought in World War One."

While he is no apologist for the generals – "I don't make war glorious" – Norman insists that battles like *Passchendaele* are significant nation-building events in Canadian history. "Passchendaele was two things. It was the first time that the Canadian Corps had fought under a Canadian, and it was the first time that the Corps had taken an objective on its own... It was an all-Canadian show." He points out the increasingly heavy responsibilities of Canada in the Allied war effort and thus

world affairs, as well as the enormous changes at home in the economy and the role of women. "If we ignore the impacts of that, we're ignoring history. To think that World War One didn't change us as a nation, didn't make us a different nation, didn't bring us into the world of nations as opposed to just being a colony is to ignore history."

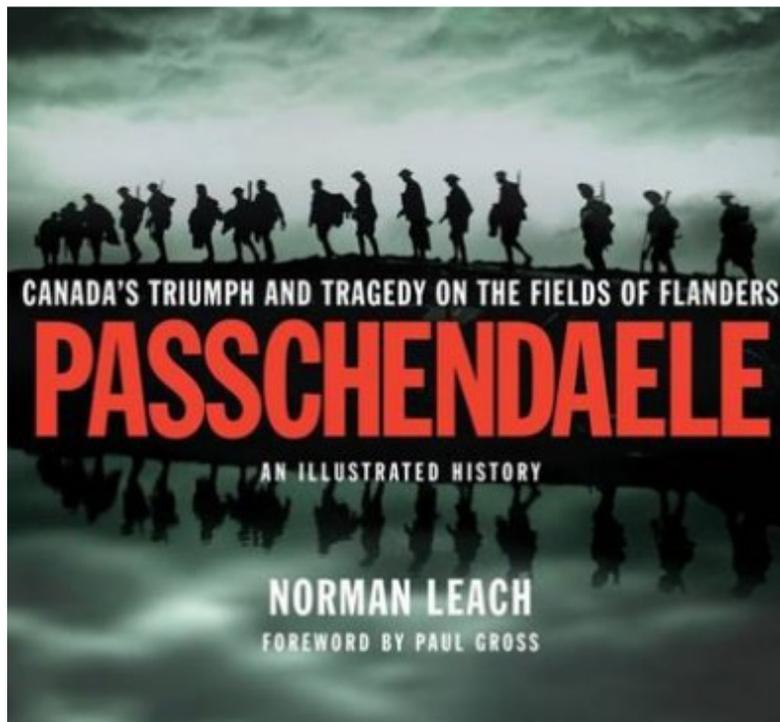
Norman became involved in the film *Passchendaele* through an almost-chance referral to actor / director / producer Paul Gross, who was looking for a historian. During his two years as historical advisor for *Passchendaele*, Norman inevitably had to compromise on the accuracy of some details, but he can point to at least a dozen places in the film that he feels are better because of suggestions that he made and which Paul Gross accepted. "I think in the final version, it looks better my way, but the really gratifying part was that Paul trusted me enough to do it my way."

The November 2008 release of *Passchendaele* was just one event in what has been an extraordinary year for Norman. His book *Broken Arrow: America's first lost nuclear weapon* was published in 2008, as was his book *Passchendaele: Canada's triumph and tragedy on the fields of Flanders*. A third book, tentatively titled *Canadian battles*, is scheduled to appear in the spring of 2009. Not many Canadian writers can boast of three books in print within a year.

Passchendaele (the book) was the unlikeliest project of the year, the result

of hectic activity on the set of the movie. Paul Gross had all along wanted a book to accompany his film, but it was not until April 2008 that Norman was finally asked to write a book which would have to be in the stores and schools by September. “I said ‘It’s impossible!’ But Dennis Johnson (my editor) and I wrote it, gathered the pictures, assembled it and got it off to Coteau Books in five weeks. Coteau put the layout together in two weeks. And we got it out to the schools on September 5th.”

Norman Leach’s next book, tentatively titled *Canadian Battles*, will be published by Lone Pine Press this spring.



Check out the locations of visitors to your library blog or website!

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The HTML that creates the thumbnail map (like the one depicted above) is generated by the site so that it can be easily cut and pasted into the code for a web page or blog. Each time the page loads, it increments a counter and shows the locations of visitors to the page.

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