

SCHOOL LIBRARIES

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IN CANADA

Reaching Out from the Library

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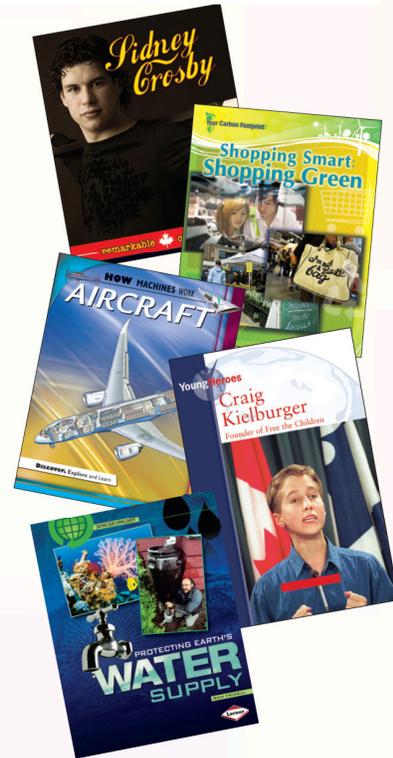


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School Libraries in Canada

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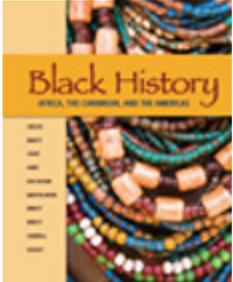
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ISSN 1710-8535 School Libraries in Canada Online

Contributors to *School Libraries in Canada*, Volume 27, Number 2.

<p>Richard Beaudry Past-President, CASL Teacher-Librarian Langley Secondary School Langley, British Columbia</p>		<p>Anita Brooks-Kirkland Library Consultant Waterloo District School Board Kitchener-Waterloo, Ontario</p>	
	<p>Brenda Campbell Manager, The Learning Centre Library and Archives Canada</p>		<p>Svetlana Chmakova <i>Manga-ka</i> Author and Artist of <i>Dramacon</i></p>
<p>Donna DesRoches Learning Resources Consultant Living Sky School Division North Battleford, Saskatchewan</p>		<p>Derrick Grose Teacher-Librarian Lisgar Collegiate Institute Ottawa-Carleton District School Board</p>	
	<p>Professor David Loertscher School of Library and Information Science San Jose State University</p>		<p>Randal McIlroy Managing Editor Pemmican Publications Winnipeg, Manitoba</p>
<p>Anthony Rezek and the authors of <i>Black History - Africa, the Caribbean and the Americas</i></p>		<p>Tasha Serba Teacher-Librarian, Lester B. Pearson Collegiate Institute Toronto District School Board</p>	
	<p>Mélanie Watt Author and Illustrator; Winner of the 2009 Blue Spruce Award for <i>Chester</i></p>		<p>Special thanks to Jeanne Buckley of the York Catholic District School Board for her editorial assistance.</p>

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President's Annual Report

Delivered by Richard Beaudry to
the Canadian Association for School Libraries, May 2009

The 2008-09 school year started with major changes at the CLA offices in Ottawa. We have a new CLA Executive director, Kelly Moore, who officially started working after the CLA meetings in September 2008. Key staff members who retired or left are Brenda Shields and Andy Giffen. Some of the work of Brenda was outsourced and Andy's position was cutback in scope.

Like many facets of society this year, the CLA has been affected by the downturn in the economy so we have had to tighten our belts like other associations across Canada. We are still looking at how these cutbacks within the CLA will be affecting the finances and management of its divisions, including CASL.

While last year seemed to be a hopeful year for school libraries across Canada, the global economic downturn has also affected Ministry of Education budgets across the country and subsequently, has affected school district finances. As a result, CASL has been aware of cutbacks to teacher librarians in schools as well as district teacher librarian coordinators as this school year ends. We are hopeful that this downturn will not last too long and that once the world economy has stabilized, we will continue to see increases in funding for school libraries and teacher librarians that have been occurring the last few years. CASL has offered its support to teacher librarians and school districts when requested.

In September 2008, the CASL executive

met by teleconference to work on planning meetings and activities for the school year. We updated our strategic plan for the year. As president of CASL, I attended meetings in Ottawa with the CLA Executive Council to work on advocacy and budget issues for the year. With an upcoming federal election, we worked at making sure that librarian issues were well understood by the national parties and candidates.

In October 2008, I attended the National Summit on Library Human Resources in Ottawa. Over a hundred library stakeholders from across the country met to discuss the challenges in the areas of recruitment and education. While the issues directly associated with school libraries are slightly different than most libraries, we still have to retain and promote the profession of school librarianship within our ranks to retain teacher librarians in schools across the country and replace the number of teachers that are set to retire in the next ten years.

The Teacher Librarian diploma program offered at the U of A has been upgraded into a Masters in Teacher Librarianship program. UBC continues to offer the teacher librarianship diploma program as well as offering a Masters program in Teacher Librarianship. These two universities and others in Ontario and PEI offer programs in teacher librarianship that are well attended and continue to graduate professionals who can fill in the ranks of retiring teachers. We need to continue advocating for teacher librarians in schools across the country to make sure that these specialists continue to offer the best possible programs in our

school libraries and make sure that other teacher librarian professionals will replace those retiring.

In February 2009, I met with the executive of CASL and the Executive Committee of the CLA at the OLA/OSLA Super Conference in Toronto. We continue with our advocacy work and updating our strategic plan to offer the best service to our membership and provincial associations across Canada.

Activities

After I had served as the editor of *SLiC* for two years, Derrick Grose from Ontario was appointed as the new editor. He published a first edition in February and is looking to publish another before the end of the school year.

We have formed an editorial board to start the process of publishing a 2nd edition of *Achieving Information Literacy: Standards for School Library Programs in Canada*. We have a group of people who have started updating the information from the first edition.

CASL Collaboration

We continue to use the listserv as a major communication tool with our membership. We have taken memberships in all provincial and territorial associations to

keep informed with local and provincial issues.

We continue to meet by teleconference or face-to-face with CASL-PAC members to discuss advocacy issues.

We continue to work with the Canadian Library Month Committee to coordinate our National School Library day within the CLM activities. More provinces and territories than ever have officially declared NSLD in October 2008.

As division president, I continue to meet with the CLA Executive Council in September and February to represent the interests of teacher librarians across the country.

My time as president of CASL will end on June 1st, 2009 at the National CLA Conference in Montreal. It was a great experience, one that I will remember fondly. Linda Shantz-Keresztes will be president for the next two years and, as past-president, I will look forward to working with her. I would like to thank everyone across the country for their support and advocacy for school libraries.

Respectfully submitted,



Richard Beaudry
CASL President
May 2009

Who knows what will happen when we reach out into the unknown?

An introduction from *SLiC's* editor, Derrick Grose

The theme of this issue, “Reaching Out from the Library,” resonated in a variety of ways with people who are interested in school libraries. Some interpreted it as referring to the ways in which school libraries “reach out” to try to engage the whole school community by appealing to all of its diverse members. To others, the theme suggested using technology to expand the library beyond the walls of physical spaces and scheduled hours of operation.

The prospect of reaching out, using unfamiliar technology that will reshape our work, is intimidating for many. However, there are often exciting discoveries to be made beyond one's comfort zone. In a recent webinar, Professor David Loertscher and Carol Koechlin challenged school libraries to redesign themselves to meet the needs of today's learners. This issue includes a glimpse at some key ideas from the webinar along with Professor Loertscher's invitation for you to view it. After you have heard about the challenges in reshaping school libraries, you can gain some insight into technological tools from articles by Anita Brooks-Kirkland and Donna DesRoches.

This issue's feature article by Brenda Campbell from the Learning Centre of the National Library and Archives of Canada demonstrates how libraries are no longer limited by the walls that surround them. During a professional development day at the National Library and Archives of Canada, I saw how the staff of the Learning Centre are reaching out beyond the walls of “the library” to make information available to students and teachers across Canada. For their efforts to have maximum effect, school libraries must work with information providers to connect them with our clients. It is not enough to have access to information; students and teachers need to be able to find the right information in an efficient way. For a long time, School librarians have been valued for their skills in directing students to the best books on the shelves of their libraries. Now they have the much greater challenge of directing students to the best sources of information in libraries that are no longer limited by the available shelfspace.

Nonetheless, the books on our shelves are valuable tools and they have at least three important functions. The first two functions are obvious. The books inform and entertain our students. The third function of the books is a consequence of the first two: the books are magnets that attract students to the library. When we reach out from the library, we try to involve the whole school community. One way of reaching out and engaging reluctant readers to become regulars at the library is through the graphic novel collection. An interview with Canadian graphic novelist Svetlana Chmakova, author of *Dramacon*, from Tokyopop, will be featured in this issue. It is not only by providing graphic novels for students to read that we can use that genre to engage student interest. *Comic Life*, the software program that was used to create the cover design for this issue, can be used with students to generate their own graphic novels integrating their own photographs and artwork.

Another dimension of reaching out involves ensuring that school library collections represent our multicultural society. One story in this issue will explore how Pemmican Publications has been making it possible for Metis culture to be represented in our collections. We have also included an interview with the authors of *Black History - Africa, the Caribbean and the Americas* which, although it was originally intended as a textbook, may fill a gap in many school library collections by providing a

comprehensive and up-to-date overview of Black history from a Canadian perspective.

For any library workers who are overwhelmed by budget cuts, technological change and the frightening world beyond the walls of the library, we have an interview with Melanie Watt, an author and illustrator. We hope you will be inspired by the experience of Scaredy the Squirrel. Terrified of the beach (and just about everything else), he had to force himself to go there to get a seashell, an essential element for his own private beach. He carefully planned his expedition and, having visited the beach, he loved it and resolved to return. It is hoped that at least one idea in this issue of *SLiC* will encourage you to set aside a fear, reach out and explore a new frontier in Canadian school libraries.

Don't be afraid to participate in *School Libraries in Canada*. Send accounts of your explorations, school library profiles and other relevant submissions and feedback to sliceditor@gmail.com.



Visit <http://wordle.net> to create your own word art and language analysis starting points.



Library and Archives Canada: Bringing Canada's Treasures to School Libraries

Brenda Campbell provides educators with a guided tour of Canada's National Collection.

Canada's National Collection

Library and Archives Canada (LAC) holds a rich collection of Canadian documentary heritage. This national treasure spans the entire history of Canada and is comprised of materials in various media as well as archival records and published material of Canadian interest. There are more than 20 million books, periodicals, microfilms, literary manuscripts and government publications (200 kilometres of shelving!), over 21.3 million photographs, approximately 343,000 works of documentary art, the largest collection of Canadian sheet music in the world, 200,000 recordings on disks and records of all formats, 167,000 linear metres of government and private textual records, and 2.5 million architectural drawings, plans and maps.

Over the past nine years, LAC opened its vaults and digitized parts of the collection, making these treasures available online for Canadians anytime, anywhere. Since 2004, the LAC Learning Centre portal <http://collectionscanada.gc.ca/education/> offers teachers and students a one-stop window into the collection with resources developed for use in school libraries and the classroom.

The screenshot shows the Library and Archives Canada website homepage. At the top, there are logos for the Canadian flag, Library and Archives Canada, and the word "Canada". The main header features a red maple leaf and the text "Library and Archives Canada" with the URL "www.collectionscanada.gc.ca". Below the header is a navigation bar with links for "Français", "Home", "Contact Us", "Help", "Search", and "canada.gc.ca". The main content area is divided into several sections:

- Who We Are:** About Us, Contact Us, Visit Us.
- What We Have:** In Our Collection, On Our Website, Our Popular Resources.
- What We Do For:** The Public, Government, Archives, Libraries and Publishers.
- What's Happening:** What's On, What's New, Important Announcements, Proactive Disclosure.
- In The Spotlight:** A central section with a red header containing six featured items:
 - Celebrate the arts and culture of British Columbia (with an image of a landscape).
 - Major interruption of LAC computing services from April 24 to 26 (with an image of a building).
 - Librarian and Archivist of Canada Retiring (with a portrait of a man).
 - Your History, Your Heritage Online Exhibition Themes (with a green background and a mouse cursor).
 - Funding announcement for the Archival Community Digitization Program (ACDP) (with an image of a desk).
 - "We were so far away..." The Inuit Experience of Residential Schools (with a group photo of children).
- Search All:** A search bar with a "Go!" button and links for "Library Archives" and "Ancestors Website".
- Other Resources:** Canadian Genealogy Centre, Portrait Gallery of Canada, Media Room, LAC Forum on Canadian Democracy, and The Learning Centre (with a backpack icon).

LAC Home Page

From the LAC home page <http://www.collectionscanada.gc.ca>, there are several ways to discover these digital resources. Using the "Search All" function in the upper right-hand corner, visitors can search library, archival, genealogical or website databases; searches can be refined with the advanced search function, such as search by media type. The left-hand navigation menu provides several quick ways to narrow searches with options such as "On Our Website," "Our Popular Resources," etc. For example, by selecting "On Our Website," visitors can browse by topic, media, and product type to easily locate relevant databases, finding aids, and virtual exhibitions (thematic websites). Social studies teachers will find useful resources by visiting "Your History, Your Heritage — Online Exhibition Themes."

Popular LAC Sites

The following virtual exhibitions are among the most visited by students and teachers:

-  Canadian Confederation
-  First Among Equals: The Prime Minister in Canadian Life and Politics
-  Lest We Forget: First World War Cenotaph Research
-  The Kids' Site of Canadian Settlement
-  Cool Canada
-  Canada's Constitutional Evolution
-  Passageways: True Tales of Adventure for Young Explorers
-  Celebrating Women's Achievements

If teachers or students are looking for images to use in lessons, projects, or to post on the class or school website, the collections below have a special "educational use" license:

-  The EvidenceWeb features digital learning objects such as letters, photographs, and drawings.
-  Images Canada—Picturing Canadian Culture includes over 164,000 images from 31 Canadian museums, archives, universities, libraries and government departments.



The screenshot shows the LAC Learning Centre website. At the top, there is a navigation bar with the Library and Archives Canada logo, the text "Library and Archives Canada / Bibliothèque et Archives Canada", and the "Canada" logo. Below the navigation bar, there is a "Learning Centre" banner with a backpack icon and the text "Introduction". To the right of the banner, there are four buttons: "For Teachers", "For Students", "Toolkit", and "The EvidenceWeb". Below the banner, there is a sidebar with a navigation menu containing "Introduction", "About This Site", "Comments", "Copyright", and "Theses Canada Portal". The main content area is titled "Introduction" and contains the following text:

Welcome to Library and Archives Canada's *Learning Centre* -- bringing quality educational products and services to teachers and students.

Library and Archives Canada (LAC) has a collection strong in history, literature and music. The *Learning Centre* allows us to open our vaults to all Canadians by making some of our treasures available online. Students gain access to material that will enrich their learning experience.

The *Learning Centre* should be considered as a work in progress. New material will be added as it is produced. We invite you to visit our site from time to time to see the latest developments.

Teachers and students will find websites, educational tools, and digitized primary sources (printed documents, diaries, maps, illustrations, paintings, manuscripts, and printed and recorded music) from LAC holdings. These resources stimulate students' imaginations and develop their critical thinking skills, as well as help teachers make Canadian history, literature and music come to life.

Learning Centre

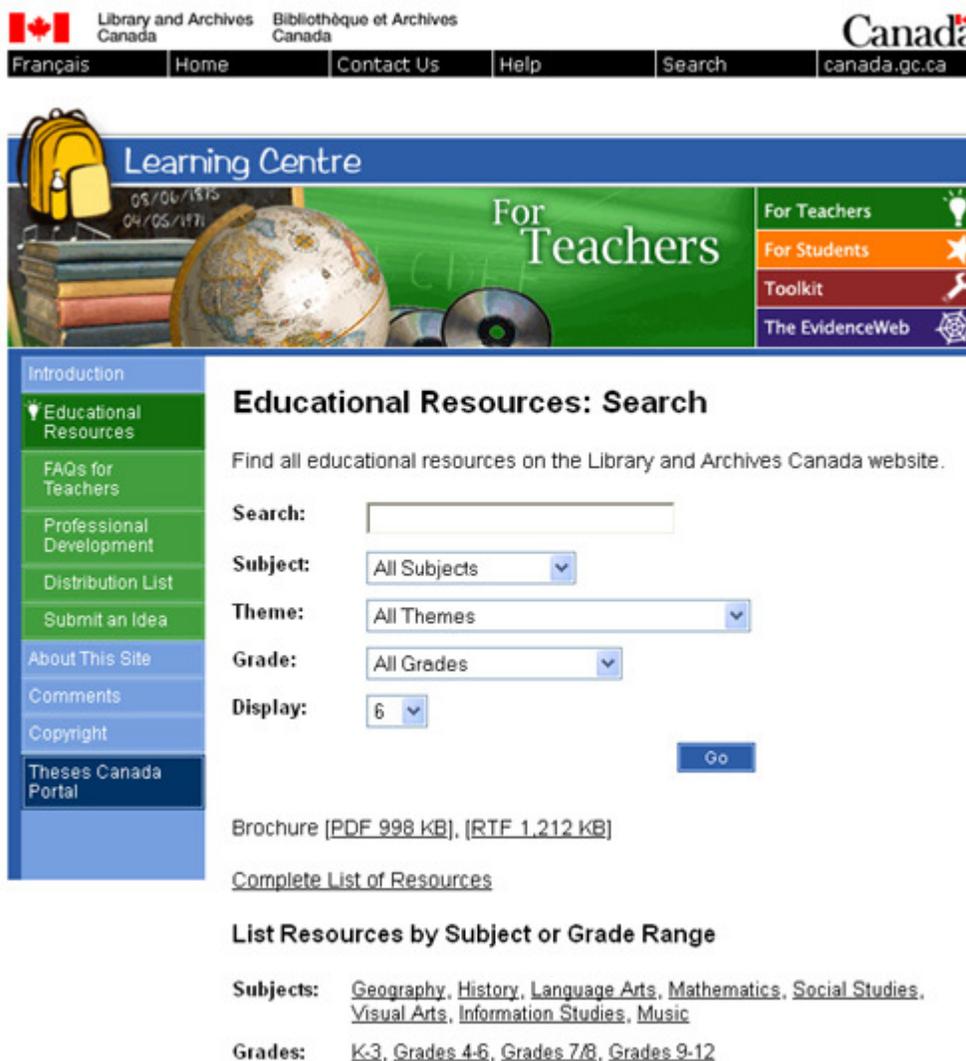
The LAC Learning Centre is staffed by experienced professional educators who coordinate the development of educational resources, deliver onsite programming in Ottawa, present professional development workshops, and participate in outreach activities for the Canadian educational community during conferences, symposia and special events.

Learning Centre Portal

The easiest way to access all of the resources developed for teachers and students is through the Learning Centre portal at <http://www.collectionscanada.gc.ca/education>.

Visitors can select the link from "Our Popular Resources" or access the quick link located on the right-hand navigation menu of the home page—look for the yellow backpack logo. Teachers and students will find websites, educational tools, and digitized primary sources, including print documents, diaries, maps, illustrations, paintings, manuscripts, and music from the LAC collection. Not only do these resources stimulate students' imaginations and develop their critical thinking skills, but they also help teachers make Canadian history, literature and music come to life.

Educators should have a look at "For Teachers." This section features comprehensive teaching units and strategies, lesson plans, ideas and activities for the classroom, quizzes, games, and guides on using primary sources. Many of the tools found in the Learning Centre have been developed as a result of suggestions and comments from Canadian educators. Teachers can suggest ideas by clicking on the Submit an Idea button in this section.



Library and Archives Canada / Bibliothèque et Archives Canada

Canada

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Learning Centre

For Teachers

For Students

Toolkit

The EvidenceWeb

Introduction

Educational Resources

FAQs for Teachers

Professional Development

Distribution List

Submit an Idea

About This Site

Comments

Copyright

Theses Canada Portal

Educational Resources: Search

Find all educational resources on the Library and Archives Canada website.

Search:

Subject:

Theme:

Grade:

Display:

Brochure [[PDF 998 KB](#)], [[RTF 1,212 KB](#)]

[Complete List of Resources](#)

List Resources by Subject or Grade Range

Subjects: [Geography](#), [History](#), [Language Arts](#), [Mathematics](#), [Social Studies](#), [Visual Arts](#), [Information Studies](#), [Music](#)

Grades: [K-3](#), [Grades 4-6](#), [Grades 7/8](#), [Grades 9-12](#)

The "For Students" section includes links to great websites, designed just for kids, as well as suggestions for great books to read. Students' learning skills can be improved using the Learning Centre Toolkit. Study guides in the Toolkit cover a wide range of topics and research skills, such as how to use primary and secondary sources, and how to develop Internet research skills.



Learning Centre Toolkit

- For Teachers
- For Students
- Toolkit
- The EvidenceWeb

Welcome to the Toolkit!

The guides offered in the "Toolkit" can help improve research skills. They help teachers and students understand how to use primary sources, conduct Internet searches and many other topics.

- [Oral Interviews: Preparing, Conducting and Reporting, by Carol White](#) **New**
- [Explorations in "Un-framing" Art, by Ed Harrison](#) **New**
- [Primary Sources that Emote the Value and Significance of Using Personal Accounts in Your Research, by John Fielding](#) **New**
- [Eleanora's Legacy: Focusing on a Girl's Diary from the 19th Century, by Caroline Parry](#) **New**
- [News Reporting, by Michael Petrou](#) **New**
- [Analytical Writing, by Michael Petrou](#) **New**
- [Defining Primary and Secondary Sources, by Michael Eamon](#)
- [Internet Research Skills, by Ian Bron](#)
- [Copyright for Students, by Line Parent](#)
- [Decoding Political Cartoons, by Charles Hou](#)
- [A Tale from the Map Vault, by Jeffrey Murray](#)
- [Looking at Old Maps: The World Through the Eyes of Early Mapmakers, by Jeffrey Murray](#)
- [Decoding Photographs, by Laura McCoy](#)

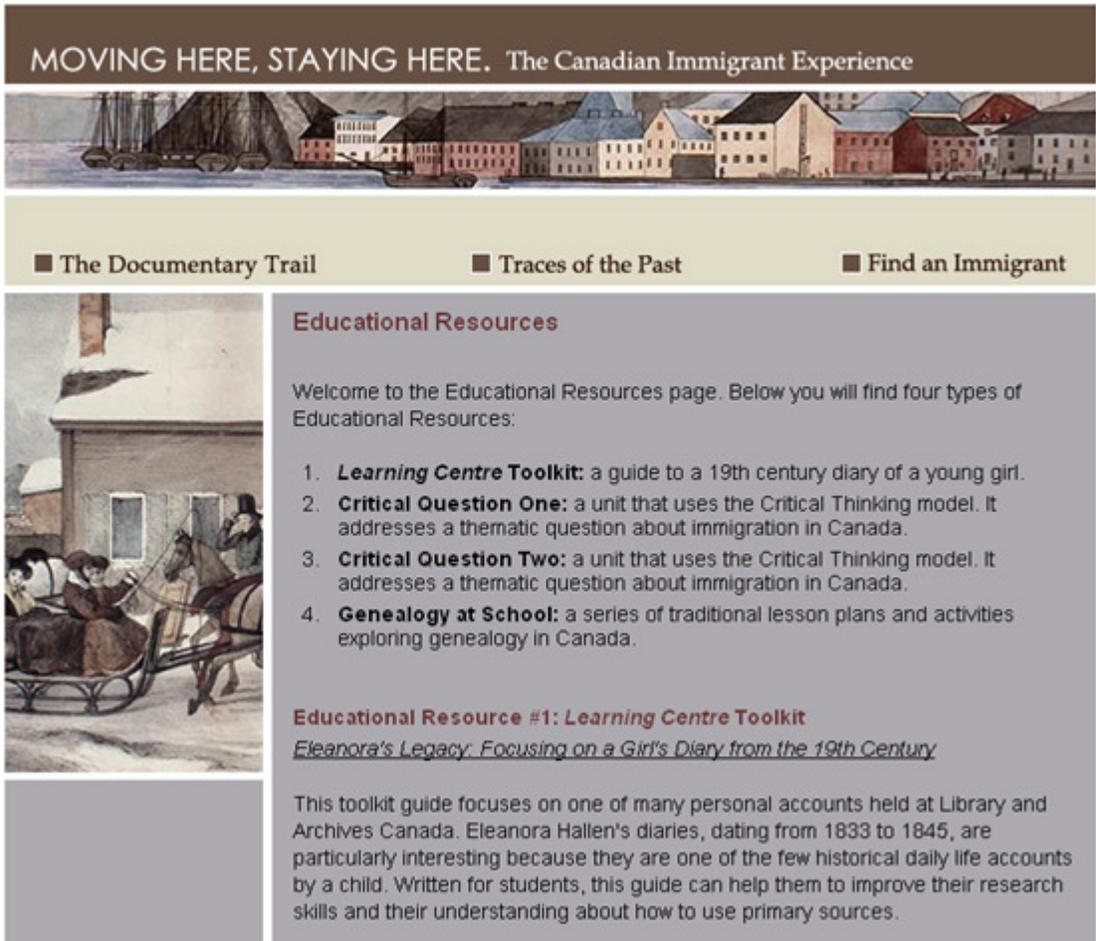
If you would like to suggest other useful guides that we could develop, please let us know by using the ["Comments"](#) button or the ["Submit an Idea"](#) button in "For Teachers."

Educational Resources

The For Teachers section offers a searchable database of over 85 educational resources, which are linked to provincial and territorial curricula, described using the CanCore metadata scheme, and presented in various formats such as HTML, PDF and RTF. These educational resources are developed by reputable professional curriculum consultants who use the latest pedagogy. A complete list is available in the Learning Centre Educational Resources electronic brochure; a print version can be ordered using the "Contact Us" option.

Resources may be comprehensive teaching strategies including units, or a series of lesson plans with expectations or outcomes, teacher instructions, student handouts, evaluation tools such as rubrics, and suggestions for modifications or extensions. For example, "Moving Here, Staying Here—The Canadian Immigrant Experience" features a study guide to a young girl's personal diary, three critical challenges developed by the Critical Thinking Consortium and related resources on genealogy. The Learning Centre's most popular resource is the highly awarded educational program "Lest We Forget: First World War Cenotaph Research," developed by Governor General's Teaching Award winner Blake Seward of Smiths Falls, Ontario; it includes complete teacher and student instructions, exemplars, suggested books

and other resources for student research using primary sources from the military service files of soldiers and nurses of the First World War. Teachers can order photocopies of these files from LAC or arrange an onsite visit with their classes to consult the original archival files at LAC.



MOVING HERE, STAYING HERE. The Canadian Immigrant Experience

■ The Documentary Trail ■ Traces of the Past ■ Find an Immigrant

Educational Resources

Welcome to the Educational Resources page. Below you will find four types of Educational Resources:

1. **Learning Centre Toolkit:** a guide to a 19th century diary of a young girl.
2. **Critical Question One:** a unit that uses the Critical Thinking model. It addresses a thematic question about immigration in Canada.
3. **Critical Question Two:** a unit that uses the Critical Thinking model. It addresses a thematic question about immigration in Canada.
4. **Genealogy at School:** a series of traditional lesson plans and activities exploring genealogy in Canada.

Educational Resource #1: Learning Centre Toolkit

Eleanora's Legacy: Focusing on a Girl's Diary from the 19th Century

This toolkit guide focuses on one of many personal accounts held at Library and Archives Canada. Eleanora Hallen's diaries, dating from 1833 to 1845, are particularly interesting because they are one of the few historical daily life accounts by a child. Written for students, this guide can help them to improve their research skills and their understanding about how to use primary sources.

Ideas for classroom activities are less structured, but provide a variety of creative ways to use online material in an educational setting. The following are great examples of this type of resource: "Sir John A. Macdonald: Canada's Patriot Statesman," "Life of a Rock Star" and "Canadian Mail Order Catalogues." Many resources are a combination of formal lessons and suggested activities, such as "Without Fear, Favour or Affection: The Men of the North West Mounted Police," which combines classroom activities and critical thinking challenges.

Explore the digital learning object repository, "The EvidenceWeb," which offers teachers and students a valuable selection of digitized original documents, including photographs, letters, diary entries, artworks, political cartoons, newspaper articles, and more. These materials are organized by theme to enrich student projects and supplement textbooks. In addition to thematic essays, item-level descriptions to provide context, three complete teaching units were developed to demonstrate how these digital objects can be used in classrooms. The units are available in the EvidenceWeb Educational Resources section. For example, students will explore various perspectives using primary sources to evaluate how the defection of a Russian cipher clerk in Ottawa led to the start of the Cold War.



The Kids' Site of **Canadian Settlement**



Introduction | Explore the Communities

Books and Links

Educational Resources

Activities

About This Site
Comments
Copyright/Sources

All comprehensive teaching strategies on the Library and Archives Canada site contain detailed guidelines for educators, including learning outcomes/expectations/objectives, suggested criteria for assessment, instructions for classroom use and worksheets.

	HTML	PDF	RTF
Teaching Strategy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activity 1 - Thinking Creatively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activity 2 - Getting Down to Research	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activity 3 - Learning from Someone Who Was There	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activity 4 - A Trip Through Your Settlement Group's Past	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activity 5 - Drawing Conclusions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activity 6 - Showcasing Your Settlement Group	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activity 7 - Comparing Settlement Groups (Enrichment Activity)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activity 8 - Settlement Dwelling Games	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Unit Evaluation Rubric	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Print Resources

The Learning Centre's most popular print resource for teacher-librarians, teachers and parents is the annual *Read Up On It* publication. This bilingual, thematic bibliography features 50 Canadian children's books on a given topic. It contains annotations, book covers, award-winning books and suggested classroom ideas. In addition to the distribution of 20,000 print copies per year, the publication is also available online: *Read Up On It*. This year's theme is ice floes and frost, but there are various past themes for ready-made reading lists on such topics as Aboriginal stories, humour, sports, poetry, fantasy, multiculturalism and magic. This publication is currently under review and client feedback is vital, so please take a few minutes to complete a short online survey.

A new teachers' kit entitled *The Prime Ministers of Canada* will soon be available free of charge. It will also be accessible online via the "First Among Equals: The Prime Minister in Canadian Life and Politics" website. The bilingual kit will include five critical thinking challenges, biography cards for all Canadian prime ministers, digitized primary sources including texts, speeches, diary entries, photographs, and political cartoons, and a poster featuring Canada's 22 prime ministers.

Coming Soon

Over the next few months, the following new educational resources will be available online:

- ✚ *Our Voices, Our Stories: First Nations, Métis and Inuit Stories* (Aboriginal storytelling)
- ✚ *Canada: A Literary Tour* (creative writing activities related to Canadian literature)
- ✚ *In Quarantine: Life and Death on Grosse Île, 1832–1937* (exploration and settlement of Irish immigrants fleeing the potato famine)
- ✚ *Project Naming* (exploring the stories behind the photographs of Inuit people)
- ✚ *William James Topley: Reflections on a Capital Photographer* (visual arts; making and using photographic instruments)
- ✚ *Artists' Books: Bound in Art* (exploring and creating poetry and artists' books)
- ✚ *The Early Chinese Canadians, 1858–1947* (consequences of immigration policy on the Chinese community)

To find out about LAC's new educational products and programs, bookmark the Learning Centre portal at <http://www.collectionscanada.gc.ca/education> and join our distribution list for quarterly updates!



Brenda Campbell is currently Manager, The Learning Centre, Library and Archives Canada (LAC). During her 19 years at LAC, she has worked as Chief, Access and Partnerships; as Educational Coordinator and Project Manager with Web Content and Services; as a Copyright Specialist; and in Reference. She is an experienced classroom teacher having taught Social Studies, French as a Second Language and English Language Arts in Nova Scotia, Quebec, Germany and Colorado, U.S.A.

Bibliothèque et Archives Canada : un véritable trésor pour les bibliothèques scolaires

Brenda Campbell offre aux éducateurs une visite guidée de la collection nationale du Canada.

La collection nationale du Canada

Bibliothèque et Archives Canada (BAC) possède une très riche collection de patrimoine documentaire canadien. Ce trésor national couvre l'histoire du Canada dans son ensemble et se compose de documents sur différents supports, de documents d'archives et de publications d'intérêt pour le Canada. On y trouve plus de 20 millions de livres, périodiques, microfilms, manuscrits littéraires et publications gouvernementales (sur plus de 200 kilomètres d'étagères!), au-delà de 21,3 millions de photographies, environ 343 000 œuvres d'art documentaire, la plus importante collection de feuilles de musique canadienne au monde, 200 000 enregistrements sur disques ou autres formats, 167 000 mètres linéaires de documents textuels gouvernementaux et privés, et 2,5 millions de cartes, de dessins et de plans d'architecture.

Au cours des neuf dernières années, BAC a ouvert ses chambres fortes et numérisé diverses parties de sa collection afin de permettre aux Canadiens d'accéder à ces trésors en tout temps, via Internet. Depuis 2004, le Portail du Centre d'apprentissage de BAC www.collectionscanada.gc.ca/education offre aux enseignants et aux élèves un accès facile aux collections, grâce à des ressources pédagogiques conçues pour les bibliothèques scolaires et les salles de classe.

The screenshot shows the homepage of the Bibliothèque et Archives Canada website. At the top, there are logos for the Canadian flag, 'Bibliothèque et Archives Canada' (Library and Archives Canada), and the 'Canada' wordmark. Below the logos is a navigation bar with links for 'English', 'Accueil', 'Contactez-nous', 'Aide', 'Recherche', and 'canada.gc.ca'. The main content area is divided into several sections:

- Qui nous sommes:** A vertical sidebar on the left with links for 'À notre sujet', 'Contactez-nous', 'Visitez-nous', 'Notre collection', 'Nos services pour le public', and 'Que se passe-t-il'.
- Rechercher tout:** A search box with a search button and a dropdown menu for 'Rechercher seulement: Bibliothèques Archives Ancêtres Site Web'.
- En vedette:** A central section with three featured items:
 - Célébrez l'art et la culture de la Colombie-Britannique:** Accompanied by an image of a landscape.
 - Interruption majeure des services informatiques de BAC du 24 au 26 avril:** Accompanied by an image of a building.
 - Départ de la retraite du Bibliothécaire et Archiviste du Canada:** Accompanied by a portrait of a man.
- Other featured items:** 'Centre canadien de généalogie', 'Musée du portrait du Canada', 'Médias', 'Forum de BAC sur la démocratie canadienne', and 'Le Centre d'apprentissage'.

La page d'accueil de BAC

À partir de la page d'accueil de BAC <http://www.collectionscanada.gc.ca>, on peut découvrir ces ressources numériques de différentes manières. À l'aide de la fonction « Rechercher tout » dans le coin supérieur droit, les visiteurs peuvent effectuer une recherche dans quatre secteurs de ressources : les bases de données des bibliothèques, les bases de données des archives, les bases de données généalogiques et l'ensemble du site Web de BAC. La recherche peut être raffinée grâce à la fonction « Recherche avancée »; par exemple, on peut effectuer une recherche par type de support.

The screenshot shows the homepage of the BAC Centre d'apprentissage. At the top, there is a navigation bar with the Canadian flag, the text 'Bibliothèque et Archives Canada / Library and Archives Canada', and the 'Canada' logo. Below this is a menu with 'English', 'Accueil', 'Contactez-nous', 'Aide', 'Recherche', and 'canada.gc.ca'. The main header features a yellow backpack icon, the text 'Centre d'apprentissage', and 'Introduction'. A sidebar on the left contains a menu with 'Introduction', 'À propos du site', 'Commentaires', 'Droits d'auteur', 'Portail', and 'Thèses Canada'. The main content area has a 'Livres et liens vedettes' logo and text: 'Bienvenue au Centre d'apprentissage de Bibliothèque et Archives Canada, source de produits et de services pédagogiques de qualité pour les enseignants et enseignantes et les élèves.' It also includes a paragraph about the rich collection of historical, literary, and musical documents and another paragraph stating the site is under development.

Les sites de BAC les plus populaires

Les expositions virtuelles suivantes sont les plus visitées par les élèves et les enseignants :

- ✚ La Confédération canadienne
- ✚ Premier parmi ses pair : Le premier ministre dans la vie et la politique au Canada
- ✚ Nous nous souviendrons d'eux : Recherche relative au cénotaphe de la Première Guerre mondiale
- ✚ Les premières communautés canadiennes à la portée des jeunes
- ✚ Un Canada cool
- ✚ L'évolution constitutionnelle canadienne
- ✚ Les passages – Récits d'aventures véritables pour jeunes explorateurs
- ✚ Femmes à l'honneur : Leurs réalisations

Les enseignants et les élèves qui sont à la recherche d'images à intégrer dans leurs travaux scolaires, leurs projets, ou pour afficher dans la classe ou sur le site Web de l'école, pourront consulter les collections suivantes, qui ont une licence spéciale pour « utilisation à des fins pédagogiques » :

- ✚ La Toile des sources met en vedette du matériel pédagogique en format numérique tel que des lettres, des photographies, et des dessins.
- ✚ Images Canada – Imagerie de la culture canadienne comprend plus de 164 000 images provenant de 31 musées, centres d'archives, universités, bibliothèques et ministères canadiens.

Centre d'apprentissage
Pour les enseignants

Ressources pédagogiques : Recherche

Trouvez toutes les ressources pédagogiques sur le site Web de Bibliothèque et Archives Canada.

Recherche:

Matières :

Theme:

Années d'études :

Affichage :

[Allez-y!](#)

Brochure [(PDF 1 101 Ko)], [(RTF 1 506 Ko)]

[Liste des ressources](#)

Liste des ressources par sujets ou par niveaux scolaires.

Matières : [Géographie](#), [Histoire](#), [Langue](#), [Mathématiques](#), [Études sociales](#), [Arts visuels](#), [Technologie de l'information](#), [Musique](#)

Années d'études : [Maternelle-3e année](#), [4e année-5e année](#), [7e année-8e année](#), [9e année-12e année](#)

Le Centre d'apprentissage

Le Centre d'apprentissage de BAC peut compter sur du personnel d'expérience, des éducateurs professionnels qui coordonnent la conception des ressources pédagogiques, qui réalisent des activités sur place (à Ottawa), qui offrent des ateliers de perfectionnement professionnel et qui participent à des activités promotionnelles auprès des milieux éducatifs canadiens lors de congrès, de symposiums et d'événements spéciaux.

Le portail du Centre d'apprentissage

Le moyen le plus facile d'accéder à toutes ces ressources préparées à l'intention des

enseignants et des élèves est de consulter d'abord le portail du Centre d'apprentissage à www.collectionscanada.gc.ca/education/. Les visiteurs peuvent choisir ce lien à partir de la rubrique Nos ressources les plus consultées ou en cliquant directement sur l'icône dans le menu à droite de la page d'accueil (le sac d'école jaune). Les enseignants et les élèves y trouveront des sites Web, des outils pédagogiques et des sources primaires numérisées, notamment des documents, des journaux personnels, des cartes, des illustrations, des peintures, des manuscrits et de la musique, provenant des collections de BAC. Non seulement ces ressources stimuleront l'imagination des élèves et développeront leurs habiletés, mais elles aideront également les enseignants à rendre plus vivantes l'histoire, la littérature et la musique canadiennes.



- Introduction
- À propos du site
- Commentaires
- Droits d'auteur
- Portail Thèses Canada

Bienvenue à la Boîte à outils!

Les guides offerts dans la « Boîte à outils » peuvent vous aider à améliorer vos compétences en recherche. Ils apprennent aux enseignants et enseignantes et aux élèves notamment à interpréter des cartes et à se servir des sources primaires, et les renseignent aussi sur bien d'autres sujets. Voici les guides actuellement dans la « Boîte à outils » :

- ✂ [Entrevues orales : préparation, réalisation et communication \(Carol White\)](#) **Nouveauté**
- ✂ [Exploration de l'art « hors cadre » \(Ed Harrison\)](#) **Nouveauté**
- ✂ [Les sources primaires qui montrent l'importance et l'utilité d'utiliser des récits personnels pour mener une recherche \(John Fielding\)](#) **Nouveauté**
- ✂ [L'héritage d'Eleanora : Penchons-nous sur le journal intime d'une jeune fille au XIX^e siècle \(Caroline Parry\)](#) **Nouveauté**
- ✂ [Les nouvelles \(Michael Petrou\)](#) **Nouveauté**
- ✂ [Les textes d'analyse \(Michael Petrou\)](#) **Nouveauté**
- ✂ [Les sources primaires et les sources secondaires \(Michael Eamon\)](#)
- ✂ [Recherche dans Internet \(Ian Bron\)](#)
- ✂ [Le droit d'auteur pour les élèves \(Line Parent\)](#)
- ✂ [Interpréter les caricatures politiques \(Charles Hou\)](#)
- ✂ [Histoire de la chambre forte des cartes \(Jeff Murray\)](#)
- ✂ [Étude des vieilles cartes : le monde vu par les cartographes d'autrefois \(Jeff Murray\)](#)
- ✂ [Lire les photographies \(Laura McCoy\)](#)

Si vous avez d'autres sujets à nous suggérer pour lesquels il serait utile d'avoir un guide, n'hésitez pas à nous en faire part en vous servant du formulaire auquel mènent le bouton « [Commentaires](#) » et le bouton « [Proposer une idée](#) » dans la section « Pour les enseignants ».

Les éducateurs devraient jeter un coup d'œil à la rubrique Pour les enseignants. Cette section propose des modules et des stratégies d'enseignement, des plans de cours, des idées et des activités pour la classe, des jeux-questionnaires, d'autres sortes de jeux, et des guides d'utilisation des sources primaires. Plusieurs des outils présentés dans le Centre d'apprentissage ont été conçus en réponse aux suggestions et commentaires d'éducateurs canadiens. Les enseignants sont invités à faire leurs suggestions en cliquant sur le bouton Proposer une idée dans cette section.

La section Pour les élèves comprend des liens vers de magnifiques sites Web spécialement conçus pour les jeunes, ainsi que d'excellentes suggestions de lectures. Les élèves pourront améliorer leurs compétences en utilisant la Boîte à outils du Centre d'apprentissage. Les guides contenus dans la Boîte à outils couvrent une large gamme de sujets et de compétences de recherche, par exemple comment utiliser les sources primaires et secondaires, ou comment améliorer ses compétences de recherche sur Internet.



LE VÉCU DES IMMIGRANTS. Immigrer et s'installer en terre canadienne



■ Trace documentaire des immigrants

■ Les vestiges du passé

■ Trouver un immigrant



Ressources pédagogiques

Bienvenue aux ressources pédagogiques. Vous trouverez ci-dessous quatre types de ressources :

1. **Boîte à outils du Centre d'apprentissage** : un guide à l'écriture du journal intime d'une jeune fille au XIX^e siècle.
2. **Question critique 1** : un module qui utilise le modèle de pensée critique. Ce module présente une question thématique sur le sujet de l'immigration au Canada.
3. **Question critique 2** : un module qui utilise le modèle de pensée critique. Ce module présente une question thématique sur le sujet de l'immigration au Canada.
4. **Généalogie à l'école** : une série de plans de leçons traditionnels et des activités portant sur la généalogie au Canada.

Ressource pédagogique n° 1 : Boîte à outils du Centre d'apprentissage

L'héritage d'Eleanora : Penchons-nous sur le journal intime d'une jeune fille au XIX^e siècle

Ce guide offert dans la « Boîte à outils » se penche sur l'un des nombreux récits personnels conservés à Bibliothèque et Archives Canada. Les journaux intimes d'Eleanora Hallen, datés de 1833 à 1845, sont particulièrement intéressants puisqu'ils sont parmi les rares récits historiques racontant la vie quotidienne d'un enfant. Ce guide destiné aux élèves peut les aider à améliorer leurs compétences en recherche et à se servir des sources primaires.

Ressources pédagogiques

La section Pour les enseignants propose une base de données interrogeable contenant plus de 85 ressources pédagogiques reliées à des programmes scolaires en vigueur dans les provinces et territoires, décrites conformément à la structure de métadonnées CanCore, et présentées en différents formats tels que HTML, PDF et RTF. Ces ressources pédagogiques sont conçues par des consultants professionnels spécialisés dans les programmes en question, qui ont eu recours aux méthodes pédagogiques les plus à jour. On peut obtenir la liste complète de ces ressources sous forme de brochure électronique dans la section Ressources pédagogiques du Centre d'apprentissage [PDF 998 KB], [RTF 1,212 KB]; on peut commander une version imprimée à l'aide de la fonction Contactez-nous.

Ces ressources peuvent prendre la forme de stratégies d'enseignement comprenant des modules, ou une série de plans de cours avec leurs objectifs pédagogiques et les résultats attendus, des directives pour l'enseignant, des documents à remettre aux élèves, des outils d'évaluation, sous forme de grille par exemple, ainsi que des suggestions de variantes ou des exercices complémentaires. Par exemple, Le vécu des immigrants. Immigrer et s'installer en terre canadienne propose un guide pour l'étude du journal intime d'une jeune fille, trois questions de réflexion critique préparées par le Critical Thinking Consortium, et diverses sources d'information généalogique sur les immigrants. La source la plus populaire du Centre d'apprentissage est le programme « Nous nous souviendrons d'eux : Recherche relative au cénotaphe de la Première Guerre mondiale »; cette ressource éducative, largement primée, a été élaborée par Blake Seward de Smiths Falls, en Ontario, récipiendaire du Prix du Gouverneur général pour l'excellence en enseignement de l'histoire canadienne. Elle comprend des instructions détaillées à l'intention des enseignants et des élèves, divers exemples, des suggestions de livres et plusieurs autres ressources pour aider les élèves à effectuer des recherches de sources primaires dans les dossiers de service militaire des soldats et infirmières de la Première Guerre mondiale. Les enseignants peuvent commander à BAC des photocopies de ces dossiers ou organiser une visite sur place avec leurs élèves pour consulter les dossiers originaux.

Les premières
communautés canadiennes jeunes
à la portée des



- ▶ Introduction
- ▶ Livres et liens
- ▶ Ressources pédagogiques
- ▶ Activités
- ▶ À propos du site
- ▶ Commentaires
- ▶ Droits d'auteur/ Sources

Explorer les communautés ▶

Ressources pédagogiques

Toutes les stratégies d'enseignement figurant sur le site Web de Bibliothèque et Archives Canada comportent des lignes directrices détaillées à l'intention des enseignants et comprennent les résultats d'apprentissage, les attentes et les objectifs, des suggestions de critères d'évaluation, des directives d'utilisation en classe et des feuilles de travail.

	HTML	PDF	RTF
Plan de leçon	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activité 1 -- Se servir de son imagination créatrice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activité 2 -- Effectuer des recherches	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activité 3 -- En apprendre sur cette époque par un témoin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activité 4 -- Remonter dans le passé de la communauté étudiée	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activité 5 -- Tirer des conclusions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activité 6 -- Présenter la communauté étudiée (Activité d'aboutissement)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activité 7 -- Comparer des communautés (Activité d'enrichissement)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activité 8 -- Jeux sur les habitations des premières communautés	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Grille d'évaluation de l'unité d'apprentissage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<http://www.collectionscanada.gc.ca/premierescommunautes/jeunesse/021013-1200-e.html>

Les idées d'activités pour la classe sont moins structurées, mais offrent une large gamme de moyens créatifs pour utiliser les documents en ligne dans un cadre pédagogique. Voici quelques exemples de ce type de ressource : « Sir John A. Macdonald : homme d'état canadien et patriote, » « Les vedettes du roc » et « Les catalogues de vente par correspondance du Canada. » Plusieurs de ces ressources sont un mélange de leçons formelles et d'activités suggérées; par exemple, le module Sans craindre ni favoriser qui que ce soit. « Les hommes de la police à cheval du Nord-Ouest » combine des activités à réaliser en classe et des questions de réflexion critique.

Explorez le dépôt de matériel pédagogique numérique La toile des sources, qui propose aux enseignants et aux élèves une précieuse sélection de documents originaux, photographies, lettres, extraits de journaux intimes, œuvres d'art, caricatures, articles de journaux, et bien d'autres. Ces documents sont classés par thèmes; ils permettront aux élèves d'enrichir leurs projets et de compléter leurs manuels scolaires. Outre les essais thématiques et des descriptions à la pièce servant à fournir des informations contextuelles, trois modules d'apprentissage complets ont été mis au point pour expliquer comment ces documents numériques peuvent être utilisés en classe. Les modules peuvent être consultés dans la section Ressources pédagogiques pour la toile des sources. Par exemple, les élèves pourront, à partir de sources primaires, se familiariser avec différents points de vue afin d'évaluer comment la défection d'un chiffeur russe à Ottawa a entraîné le déclenchement de la guerre froide.

Ressources imprimées

La publication annuelle Lisez sur le sujet est sans aucun doute la source imprimée la plus populaire du Centre d'apprentissage, tant pour les bibliothécaires que pour les enseignants et les parents. Cette bibliographie thématique bilingue rassemble 50 ouvrages canadiens pour la jeunesse portant sur un thème choisi. Elle contient des annotations, des couvertures de livres, des livres primés et des suggestions d'activités en classe. Cette bibliographie, distribuée chaque année en format papier à 20 000 exemplaires, est également disponible en ligne sur le site Lisez sur le sujet. Cette année, le thème porte sur les banquises et le givre, mais plusieurs autres thèmes font aussi l'objet de suggestions de lectures prêtes à utiliser : les récits autochtones, l'humour, les sports, la poésie, le mystère, le multiculturalisme, la magie et bien d'autres. Cette publication est actuellement en voie de révision et les commentaires des clients sont très importants. N'hésitez pas à prendre quelques minutes pour répondre à un court questionnaire en ligne.

Une nouvelle trousse pour les enseignants sera bientôt disponible gratuitement : Les premiers ministres du Canada. On pourra également y accéder en ligne par le site *Web Premier parmi ses pairs : Le premier ministre dans la vie et la politique au Canada*. Cette trousse bilingue comprendra cinq questions de réflexion critique, des fiches biographiques pour chacun des premiers ministres canadiens, ainsi que des sources primaires numérisées dont des textes, des discours, des extraits de journaux personnels, des photographies, des caricatures et une affiche représentant les 22 premiers ministres du Canada.

Bientôt disponibles

Au cours des prochains mois, de nouvelles ressources pédagogiques seront disponibles en ligne :

- ✚ *Nos voix, nos histoires : histoires des Premières nations, des Métis et des Inuits* (l'art du conte chez les Autochtones)

- ✚ *Un voyage littéraire au Canada* (activités de création littéraire en lien avec la littérature canadienne)

- ✚ *En quarantaine : la vie et la mort à la Grosse-Île, 1832-1937* (exploration et établissement des immigrants irlandais fuyant la famine causée par la maladie de la pomme de terre)

- ✚ *Un visage, un nom* (découvrir les histoires qui se cachent derrière les photographies d'Inuits)

- ✚ *William James Topley : Réflexions sur un photographe de la capitale* (arts visuels; fabrication et utilisation d'instruments photographiques)

- ✚ *Livres d'artistes : Une lecture réinventée* (découverte et création de poèmes et de livres d'artistes)

- ✚ *Les premiers Canadiens d'origine chinoise, 1858-1947* (les conséquences des politiques d'immigration sur la communauté chinoise)

Pour en savoir plus long au sujet des nouveaux produits et programmes éducatifs de BAC, ajoutez à vos signets le portail du Centre d'apprentissage <http://www.collectionscanada.gc.ca/education> et inscrivez-vous à notre Liste de distribution afin de recevoir des mises à jour trimestrielles!

Brenda C. Campbell



Brenda Campbell est actuellement gestionnaire au Centre d'apprentissage de Bibliothèque et Archives Canada (BAC). Durant ses 19 années de travail à BAC, elle a occupé les fonctions de chef de l'accès et des partenariats; de coordonnatrice pédagogique et de gestionnaire de projet auprès de la division des services et du contenu Web et de spécialiste des droits d'auteur. Elle a également travaillé au service de référence. Enseignante d'expérience, elle a enseigné les sciences humaines, le français langue seconde et l'anglais avancé en Nouvelle-Écosse, au Québec, en Allemagne et au Colorado, aux États-Unis.

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If they build it, they will use it

Advocating a client-
centred approach to school
learning resource centre
and library programming

by Professor David V. Loertscher
School of Library and Information
Science
San Jose State University

With the rise of the Google generation, those digital natives, or millennials, whatever you call them, it seems time to rethink everything about school libraries that this generation just seems to Google around. Our new social networkers need their tech savvy skills folded into their academic skills, but to have this happen, our teacher librarians need to do some serious 180 degree thinking to build a program that is client-centered rather than organizationally centered. It is not, "If we build it, they will come." It is: "If they build it, they will use it." And, what is the difference? Carol Koechlin, consultant from Ontario and I recently presented a webinar in which we proposed the transformation of school libraries and computer labs into learning commons both virtually and physically.

The virtual learning commons replaces the one-way stream of information library web site, usually ignored, and replaces it with a giant conversation. The physical library and computer lab are transformed into an open commons where books and computers don't get in the

way; they become the experimental learning center which is the center of school improvement. You can explore these ideas on a recorded webinar and resource wiki at: <http://schoollearningcommons.pbworks.com>.

Features of the Open Commons

- Flexibility (furniture and schedule)
- Wireless
- Networking places and spaces
- Productivity spaces and tools
- Comfortable and stimulating
- Books and resources kids want and need
- Books and computers don't get in the way

Features of the Open Commons

- Celebration of learning
- A parade of exemplary learning experiences
- Individual, small groups, large group
- On its own calendar
- All specialists "office" there
- A Cultural center – Listening Lunches



Experimental Learning Center

- Why? – Neutral territory
- Safe – experimenting, risk taking
- Nurturing new teachers
- All school improvement initiatives
- All professional development
- Action research center
- **Showcase of school improvement**



From:
 Transform the School Library and Computer Lab
 into a Learning Commons
 – A Webinar
 by David Loertsher
 and Carol Koechlin
<http://schoollearningcommons.pbworks.com/>



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- * Understand the world of publishing and distributing Canadian Children's Literature
- * Collaborate online with fellow enthusiasts

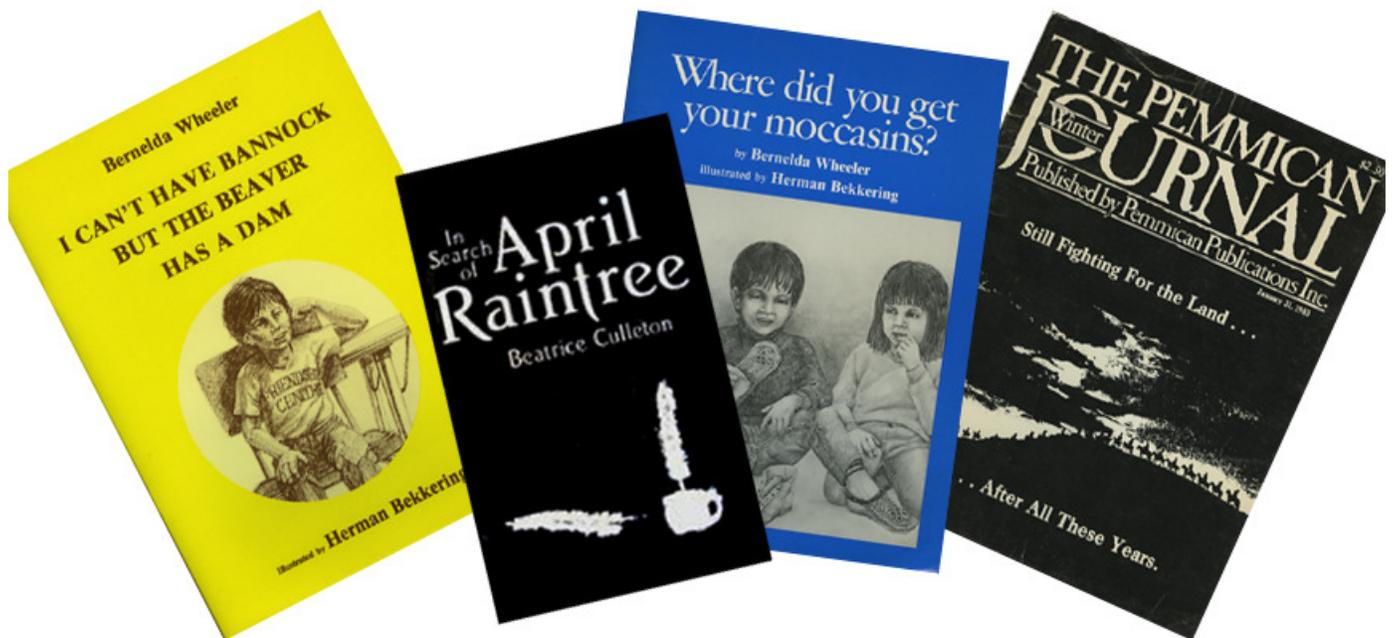
Instructor: Joanne de Groot recently completed a PhD in Elementary Education at the University of Alberta: her research focussed on children's experiences with summer reading programs in public libraries. Joanne teaches courses on children's literature, educational technology, and Web 2.0 in the Teacher-Librarianship by Distance Learning program at the University of Alberta.

". . . it will be the artists who give them their spirit back."

Randal McIlroy brings Derrick Grose up-to-date on Pemmican Publications and its efforts to promote Metis culture.

As an English teacher at Oxford House and Thicket Portage, in northern Manitoba in the early and mid-1980's, I was searching for books that would be culturally relevant for the Cree and Métis students in those isolated communities. Apart from traditional legends and a few biographies and memoirs, the selection was limited.

However, there was a publishing company in Manitoba that was working to extend the selection beyond the books of legends that were typical of the First Nations literature offered at that time by many mainstream publishers. For high school students there was a moving and controversial novel about abuse and recovery by Beatrice Culleton entitled *In Search of April Raintree*. For younger readers there were patterned reading books such as *I Can't Have Bannock but the Beaver Has a Dam* and *Where Did You Get Your Moccasins?* by Bernelda Wheeler. Through these books, my students had an opportunity to read about people whose experiences were in some ways similar to their own experiences, or at least the experiences of their neighbours. Although Portage and Main Press now publishes these specific titles, Pemmican Publications continues to publish new titles that enable members of Metis communities to read books that reflect their culture and concerns.



Pemmican publications from the early 1980's allowed members of Metis and First Nations communities to read about their own cultures and concerns.

On its web site <http://www.pemmican.mb.ca>, the publishing house declares its commitment to “the promotion of Metis culture and heritage.” It quotes Louis Riel’s declaration, “My people will sleep for 100 years, and when they awake it will be the artists who give them their spirit back.” To find out more about the origins of Pemmican Publications and how their work is continuing in the twenty-first century, I contacted Randal McIlroy, the managing editor of the Winnipeg-based publishing house who responded to my questions about the past, present and future.

DG - What was the first book published by Pemmican Publications?

RM - This is a rather complicated matter insofar as Pemmican began as a continuation of two existing presses, The Metis Press and Editions Bois-Brûlés, which existed under the aegis of the Manitoba Metis Federation. Pemmican was incorporated in October 1980 as a not-for-profit affiliate of Manitoba Metis Federation (MMF). It is not clear when the Pemmican logo was first used. The oldest Pemmican title still in print is *L’Espace de Louis Goulet*, the memoirs of Louis Goulet (1859-1936), which was published in 1983. That title was first published in 1976 by Editions Bois-Brûlés, in English, as *Vanishing Spaces – Memoirs of Louis Goulet*.

DG - What has been the company’s best-selling publication? How many printings have been done and how many copies have been sold?

RM - Certain illustrated titles for children have become perennials. Two outstanding examples are *Red Parka Mary*, written by Peter Eyvindson and illustrated by Rhian Brynjolson, and *Two Pairs of Shoes*, written by Esther Sanderson and illustrated by David Beyer. *Red Parka Mary* first appeared in 1996, and is in its sixth printing. *Two Pairs of Shoes* first appeared in 1990, and is currently in its seventh. When I order reprints I’ll plan for 1,500 to 2,000 copies of each, in confidence we will sell them within a year. (By comparison, new titles are commissioned originally in runs of 1,000.)

Other strong sellers include the 10 illustrated books in the *Nanabosho* series, written by Joe McLellan (sometimes in partnership with his wife, Matrine); *Eagle Feather – An Honour*, written and illustrated by Ferguson Plain; and *Little Metis and the Metis Sash* and *A Name for a Metis* – two stories written by Deborah L. Delaronde and illustrated by Keiron Flamand.

DG - What has been the company’s best-selling publication in the last year? How many printings have been done and how many copies have been sold?



Goose Girl is just one recent example of successful children's books produced by Pemmican Publications.

RM - Our greatest recent success is *Goose Girl*, written by Joe and Matrine McLellan and illustrated by Rhian Brynjolson. The illustrated title has sold 2,000 copies since November 2007, with a considerable boost from positive reviews in *Quill and Quire*, *The Globe and Mail* and *CM*. A third edition has just been printed. At the recent Manitoba Book Awards it won the McNally Robinson Book for Young People Award (Younger Category), which is bound to spur sales.

DG - What has been the greatest challenge facing the company?

RM - Like many small publishers we are challenged to stretch our resources. Keeping our backlist titles in circulation while producing new titles is a constant demand. In the last three years there has been a strong effort to digitize many older illustrated titles to facilitate reprinting.

DG - What has been the company's greatest success?

RM - Pemmican's mandate is to promote Canadian Metis writers and illustrators through stories that are informed by Metis experience. As the only dedicated Metis publishing house in Canada, Pemmican has contributed significantly to Metis literature in this nation and, thus, toward a greater understanding of the Metis people and their stake in Canada's history.

DG - What guiding principle, value or key belief contributes most to the successes of the company?

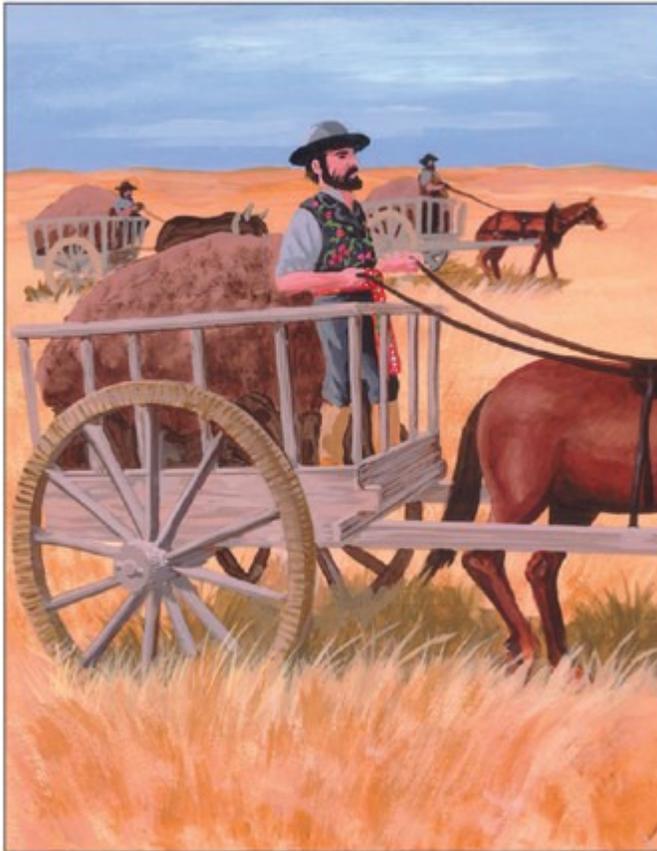
RM - Working according to a cultural mandate ensures discipline even as it raises challenges. On the first count, it allows us to focus. On the other, it forces us to consider the nature of the mandate. The ramifications of the latter are for another story, perhaps. Nonetheless, the consideration of those ramifications has encouraged a tougher editorial stance. We are not interested in cultural tokenism. We are most interested in growth. Every fresh year's roster should promote an improvement upon the previous.

DG - How does the company perceive its role in educational publishing?

RM - In the realm of children's stories, Pemmican authors find many ways to celebrate Metis culture and history, and, in the process, provide not only a window for non-Metis readers but also a mirror for the Metis. In the four volumes of the Michif Children's Series, for example, young Thomas learns aspects of his Metis heritage while coming into his own. Series creator Bonnie Murray's English texts are presented simultaneously in the Metis language of Michif, with translation from pioneering Michif linguist Rita Flamand. Deborah L. Delaronde's early illustrated stories (such as *Little Metis and the Metis Sash*) depict aspects of rural Metis life from the not-too-distant past. In *Metis Spirits*, her first short story collection for teens, modern young Metis protagonists encounter ghosts from their past, although the encouragement to take pride in heritage is intended for all readers. Author/illustrator Linda Ducharme's first book, *Pepere Plays the Fiddle*, evokes the family joy of a Metis house party of the '40s.

RM - Our stories for children are especially important to us. Without being didactic, we want young Metis readers to see something of themselves and their traditions in our books. Just as we hope those titles may help non-Metis readers understand the culture. At the same time, we celebrate the joy of reading. It must be noted that we deal frequently with Metis and First Nations school divisions, especially in rural territories.

We are not considered to be a scholarly press, although in the past we have made valuable contributions toward Metis genealogy, political and cultural history and explorations of the Michif language. Certainly, two of our greatest resource books are *Metis Legacy* and *Metis Legacy II: Michif Culture, Heritage and Folkways*. Both were co-produced and co-published with Gabriel Dumont Institute (GDI) and encompass deep cultural riches in a handsome format.



"Long ago, our ancestors used these carts to travel the prairies in search of buffalo. The carts were made entirely from wood, with two huge wheels strapped with leather. They were pulled by a horse or ox and carried the buffalo meat and hides or other belongings. The carts made a loud screeching noise when they travelled because they didn't use any grease on the axles. The axles would collect dirt and small pebbles, eventually forcing the carts to stop," his dad explained.



"Kayaash maana tii graŋperaŋtiii'inaanihk kii aapachiyewak oŋhiŋ lii sharey daŋ li preyrii lii boefloo e'nandunéwaachihk. Lii sharey yaenik li bwaa kii uhchi ushichikaashowak avik deu lii gro roo li chwiiir e'uhchi takopichikaashochiik. Kii pimitaapewak lii zhwaal obaeŋdoon aen beu la vyaŋit'd boefloo, pi lii poo obaeŋdoon pakaan kékway sii bitaen'awaawa. Naashpich lii sharey kii shookitaakoshiwak e'pimitaapaashochiik akooz ekaa li gwadruŋ e'kii shinikunakiik daŋ li nisyeu. Li nisyeu kii ati mooshakinam la ter, lii pichit rosh, ikok piyish li sharey e'ati michimushiik" opaapaawa itikoo.

These pages are from *Thomas and the Metis Cart*, illustrated by Sheldon Dawson. The Michif Children's Series teaches aspects of Metis heritage. Bonnie Murray's English texts are presented simultaneously in the Metis language of Michif, translated by Rita Flamand.

DG - How, if it all, has the company been affected by technological changes such as the expansion of Internet, e-books and online publications?

RM - We have invested more in our Internet site in recent years, both to facilitate online ordering and also to make the site more informative. Pemmican has many individual and company customers living in remote areas of Canada, and effective Internet service is essential.

For that reason I foresee a time when Pemmican makes certain titles available via download. There has not been time to explore this in depth.

DG - Thank you for sharing with *SLiC*'s readers this information about Pemmican Publications and its efforts to promote Metis culture and heritage.

The School Library Learning Commons: Are We “Virtually” There?

by Anita Brooks Kirkland
Library Consultant, Information Technology Integration
Waterloo Region District School Board

The School Library Learning Commons: are we “virtually” there? No, not yet, but we’re making progress.

A lot is being written these days about the transformation of the school library space into the learning commons. David Loertscher describes the library learning commons as space that is totally flexible, accommodating all manner of learning experiences, while continuing to function as a place to access resources. The virtual learning commons, according to Loertscher, “is both a giant, ongoing conversation and a warehouse of digital materials – from ebooks to databases to student-generated content – all available 24/7 year-round.” (Loertscher, 2008).

The virtual learning commons described by Loertscher highlights the use of interactive web technologies like blogs and wikis for collaborative learning. The concept is hugely exciting, and a growing reality in many library programs. But just as learning is shaped by the physical environment of the library, so is it shaped by the library’s online environment. As we begin to think about extending collaborative learning to the web, we need to consider the way we present our online presence as seriously as we consider the physical library space.

The Virtual Learning Commons: It Starts with Good Web Design

One thing is clear. The virtual learning commons is more than the traditional library website. The virtual library provides 24/7 access to resources, and as importantly, 24/7 access to learning. A vibrant learning experience depends, to a large extent, on an environment designed to support learning – a construct we understand implicitly in the way we design the physical library space.

AR -Teachers and students in our schools have already made a commitment by making the effort to come down to the library. Once they’re there, we’ve got them, if we’ve paid attention to creating an engaging environment. Visiting the virtual space is just a click away for the same clientele, and they are equally an easy click away from leaving, if they don’t find it immediately useful. In this reality, we need to think about our websites as our program’s front line, rather than an afterthought. Our students have come to expect a lot of functionality from the web. In this context, our websites arguably need to be even more engaging than our physical spaces.

But even more than the engagement factor, the usability of our websites is crucial. We spend a great deal of time in our physical spaces drawing our students into resources through signage, displays, and easy access to learning resources. We put a lot of thought into how well these factors make the library a welcoming and useful place. Have we put as much thought into how our websites make the same kinds of connections? A static, text-intensive website will just not do it.

Creating a useful website means recognizing the way we interact with information online. We scan before we read. We are easily distracted and misled by hyperlinks. In the online environment, visual elements and clear visual organization are key. Students and teachers visit the library website with purpose: attention to the visual design of a site can invite them in and provide a clear path to learning.

Embrace Satisficing

Satisficing, or the principle of least effort, is the instinctive approach on the web. Web users tend to be satisfied with finding something useful, even if it's not the best information available. This behaviour goes against everything that librarians value. But let's not be too smug! In Morville's *Ambient Findability*, Don Norman comments that, "A convergence of research and discoveries...holds that although human beings today inhabit a thoroughly modern world of space exploration and virtual realities, they do so with the ingrained mentality of Stone Age hunter-gatherers." If this is the way that information-seekers behave instinctively, then information-providers need to make it easier, more obvious, and more rewarding to get at the good stuff!

It is our responsibility to provide a clear path to the deeper information that we understand our students need, even if they don't!

Dealing With the Constraints

If the website has become so important, why is it that so many school libraries have no web presence whatsoever? It's hardly surprising, considering the huge obstacles that have been in the way. From the reality of working in isolation in a small school library, to the complexities of web-authoring software, it's no wonder that keeping a vibrant online presence is low on the list of priorities in many programs. But things are changing.

Many libraries in other sectors are moving their websites to content management systems, where the ease of use means that responsibility for updating content can be widely distributed among staff. This model can be applied in the school sector, if we think of working collaboratively between schools. Perhaps it's time for school district central staff to take some leadership in providing collaboratively built library websites, so that all school libraries have a rich online presence, with opportunities for further site-based customization.

My school district has recently entered into a large-scale project, requiring schools to keep websites, but providing the tools to manage them easily and collaboratively through a supported content management system. All school websites will be part of a larger district-wide structure, and information relevant to all schools will be pushed to every page in the system through the common frame that surrounds school-created content. Students or parents accessing any school website or any

teacher's page will see just-in-time information on snow days, for example, or announcements of new board procedures.

What is most exciting about this new structure is that we are going to have a library feature on that system framework, so that no matter where you are in the board's virtual environment, the library will be there with you. The library page will bring all of our resources together, from the catalogue and databases to accessing our central education and media libraries. But what is most exciting is the opportunity this provides for developing a district-wide library learning commons. Already we have assembled a team of teacher-librarians who are working together to develop an online student research guide for the site. Responsibility for content will be distributed amongst the community of teacher-librarians in the board, affording huge opportunities for sharing and for developing common approaches to instruction.

The new web structure will mean that the tools in this resource will be front and centre on every school's and every teacher's website. This project provides a huge opportunity for us to work together for the good of all, and to extend our influence board-wide. It is now our responsibility to make this a vibrant, go-to learning space, to set the stage for truly effective learning in the virtual library learning commons. Stay tuned – I'm hoping to report on our successes in the not-too-distant future!

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Stories that fall outside the traditional historical narrative of Canada

School Libraries in Canada investigates
Black History - Africa, the Caribbean, and the Americas
and the challenges and sources of inspiration for the
publication of a Canadian history of Black people.

by Anthony Rezek and the authors of
Black History - Africa, the Caribbean, and the Americas
with questions from *School Libraries in Canada*

SLiC - What prompted the writing of this book at the time when the project was initiated?

AR - Market need, really. The resource was developed to support two similar Grade 11 courses: a social studies course in Nova Scotia and a locally developed history course in Toronto District School Board. Prior to the availability of this book, students in Nova Scotia used a black and white photocopy of an out-of-print U.S. college textbook. In Toronto, teachers cobbled together course packs or used books not specifically designed for their curriculum. The situation presented an opportunity for a small educational publisher to try and serve the needs of students and teachers in both jurisdictions.

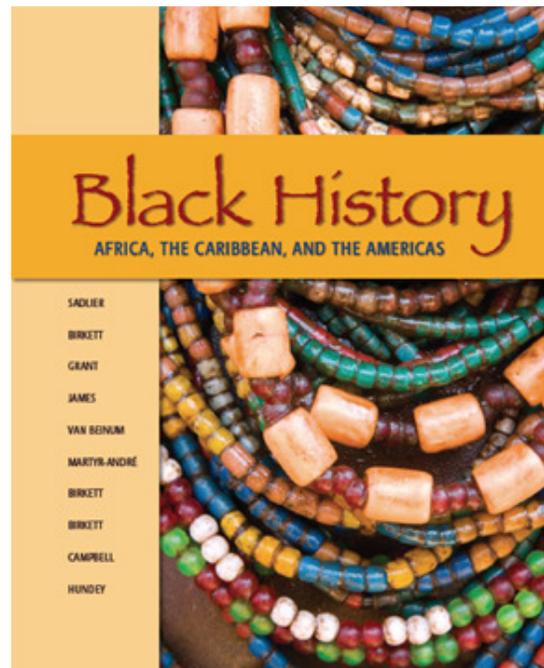
SLiC - What were the writers' main goals in creating the book?

AR - The authors were interested in creating a resource with information that had not been available to them in a textbook when they were in high school. They wanted to educate students, in particular, and the broader community, in general, about Black history and its deep connections to the histories of Africa and the countries of this hemisphere. By doing so, they felt they could enrich our collective historical understanding and challenge pre-existing ideas.

SLiC - What particular background did each member of the writing team bring to the project?

AR - The authors are a large and diverse bunch. What all ten have in common is that they are active, or recently retired, classroom teachers who know what it's like to stand in front of room of sceptical students.

SLiC - What background do they have in the study of Black Canadian History?



Black History - Africa, the Caribbean, and the Americas
ISBN 978-1-55239-265-2

AR -Several of them are leaders in promoting the study of Black History in their communities and schools.

For example, Rosemary Sadlier is a noted author and a celebrated volunteer advocate. She was recently invested with the Order of Ontario and a Harry Jerome "Trailblazer" Award; she has been honoured with a Willian P. Hubbard Race Relations Award by the city of Toronto and a Black Links Award. In addition to being the president of the Ontario Black History Society, she is the author of four books including *Leading the Way; Black Women in Canada* (Umbrella Press), *Mary Ann Shadd: Publisher, Editor, Teacher, Lawyer, Suffragette* (Umbrella Press), *Tubman, Harriet Tubman and the Underground Railroad, her life in the United States and Canada* (Umbrella Press) and *The Kids Book of Black Canadian History* (Kids Can Press).

To provide a second example, Alyson van Beinum is currently seconded from Durham District School Board to the York University Faculty of Education as a Course Director in the Teacher Education program. She holds an M.A. in Education and TESL Certification from University of Toronto. Alyson has taught in a number of secondary schools in the Durham region and is passionate about equity and anti-racism issues in education. In addition to facilitating workshops at a number of district conferences, Alyson was the founder of the Durham Black Educators Network and was part of the curriculum writing team for the district's first Interdisciplinary Black Studies Course.

SLiC - How were the team members organized?

AR - A textbook is a multi-faceted, collaborative effort. We had authors responsible for chapter content; authors responsible for individual features of the book; editors who were responsible for both structural, stylistic and copy edits; classroom teachers and content consultants who reviewed the manuscript; production editors; and designers. Each, to a greater or lesser degree, had a role to play in influencing the content of the book.

SLiC - What unusual challenges were faced in writing this book? How were the challenges overcome?

AR - The book, like the courses it was designed to serve, covers an incredibly broad sweep of history – from early civilizations to the 21st century; from the continent of Africa to the Diaspora in the Caribbean and the Americas. Deciding what content to include, or not to include, was onerous and highlighted the subjective nature of all history books. The authors had to be selective in choosing topics. For example, there were other several civilizations that could have been included in chapter two but the authors chose to present a cross-cultural selection that represented three regions and eras in Africa. I think that another one of challenges faced in writing this book was the issue of voice in the text. Although the writers of the text would agree that they wanted to see a legitimate textbook to use in teaching Black History, they didn't want the text to be like all the others. There was consideration given to the use of the pronoun 'we' in writing some of "Ideas" sections. Who was really going to be the audience for the text? Could the writers assume a Black reader? In the end, the text was carefully written to be inclusive and it is more or less is in keeping with the traditional anonymous, objective point of view. Again a balance was needed between creating a text which was different from all others, and yet still considered a legitimate text. Since there isn't any other school text on Black history at this point in time, it already succeeds as being different from any others. Ideally, there would be other texts produced on this topic in a variety of different forms or with a focus on different elements of the experiences of Black Canadians.

SLiC - How long did it take to produce the book? Which stage was the most difficult?

AR - The idea for the book has been around for some time. In fact, a different iteration of the project was started and stopped in 2007. The book, as you now see it, began in earnest in January 2008 and, after considerable effort, was completed in February 2009.

SLiC - How did the book evolve in the process of being written and edited?

AR - Apart from standard peer reviewer requests and content (history, equity, community) consultant recommendations, the book is very much the one we conceived of at the outset. The author team was chosen, in part, because they are members of the book's intended clientele. By addressing their own expectations, they also addressed the needs of our broader audience. The review process helped to confirm the rightness of that assumption.

SLiC - What would you identify as the book's greatest achievement?

AR - It's the first comprehensive basal textbook of its kind - certainly, the first Canadian book of its kind - and its sheer availability opens up new possibilities.

The lack of grade appropriate resources has often been cited as one of the obstacles to incorporating Black history into the mainstream curriculum. That no longer has to be the case.

As suggested earlier, where Black history courses are offered, kids have been relegated to using resources that are something less than what they enjoy in other areas of study. Again, that no longer has to be the case.

Within our increasingly diverse classrooms, it's reasonable to expect that educators give students of all races an opportunity to learn about themselves and about their own history. It's our hope that, maybe, this book can help contribute to that goal in a small way.

SLiC - How is this book different from other history texts?

AR - Most history textbooks students come across follow a familiar path. The stories and characters are recognizable; the feelings of discovery and surprise few and far between. That is definitely not the case with this book. We are receiving unsolicited e-mails from teachers suggesting that they have students coming to class early, or even on their spare time, just to flip through the book or to read sections that they find interesting. Even students who are not enrolled in their Black history are coming to their classes to thumb through the book.

That the book could generate such a strong response shouldn't be as surprising as it is. Black history is often given short shrift in our classrooms, so there's a natural youthful curiosity about the unfamiliar and unknown. It may also have something to do with the multicultural nature of our classrooms and the interest students have in seeing their stories - or stories similar to their own - reflected in their learning. Often they're stories like the ones in this book: stories that fall outside the traditional historical narrative of Canada.

SLiC - In what ways is this a typical high school history text?

AR - The book possesses many of the qualities characteristic of a contemporary high school textbook. It addresses an outcomes-based curriculum; it contains pedagogical elements like review and end of chapter questions, features boxes and a glossary. Interestingly, there was a strong request from the author team and the community that the book not be too different. Although comprehensive textbooks are rapidly falling out of favour to digital alternatives, they are still perceived to give a degree of legitimacy to an area of study.

SLiC - The book has an excellent balance between the highly readable and informative text and photographs, maps and other graphic sources of information. Who determined what graphics would be used and how they would be used?

AR - It was always our hope to arrive at a really visually rich presentation that would engage students and motivate them to read. We knew from the outset that we didn't want students to open up the book and confirm any preconceptions that history is a bore. The authors and editors suggested photos. The editors looked for opportunities to convert running text into graphs, charts and tables. A photo researcher secured the aforementioned photos or close alternatives. Our talented designer looked to place them creatively on the page.

SLiC - What would the writers identify as the most important event in Black history? Why?

AR - History is a process - a dynamic - and it is a challenge to identify one single event that encapsulates such a fascinating and complex story. There are many! At least one for each section!

- Africa as the birthplace of humanity
- the advancements inherent in African societies prior to contact with others
- the African appearance in the "New World" prior to the Trans-Atlantic slave trade
- the African survival, agency and blossoming in the New World during and post enslavement despite overarching obstacles.

SLiC - Which of the many heroes of Black history mentioned in the book were the greatest source of inspiration to the writers? Why were they so inspirational?

AR - Three women stand out as sources of inspiration for the authors.

The first two are Harriet Tubman and Mary Ann Shadd Cary. Both would seem to have cared about their communities and the success of their communities above their own needs. Both used the skills that they were best at to make inroads for those still oppressed by enslavement and its aftermath - one through direct action guiding people to freedom in the north; the other through intellectual appeals and writing. Women have often been overlooked as having an important role to play, but Harriet Tubman and Mary Ann Shadd Cary's stories and experiences challenged racist, sexist and other negative assumptions of the time and still serve as inspirations today.

The third is Viola Desmond. She stood up for her rights at a time when this was not the popular thing to do. As a Canadian, her actions and bravery caused the government of Nova Scotia to make changes. Her courage and determination were extraordinary.

SLiC - The introduction focuses on the significance of Barack Obama's achievement in being elected president of the United States. What would have been the focus of the introduction if he had not been elected?

AR - It may have dealt with the abolition of enslavement through the British Imperial Act of 1833 which went in to effect Aug 1, 1834 facilitating global human rights with a focus on enslaved Africans throughout the British Empire. The Ontario Black History Society was just recently successful in having the Province of Ontario, in the first ever co-sponsored Act, have August 1st recognized as Emancipation Day through the passing of Bill 111.

SLiC - Apart from specific Canadian references to the Black Canadian experience, is there anything about this book of Black history that would reflect a distinctly Canadian outlook?

AR - The wide approach to Black history is one characteristic that makes this book distinctly Canadian. There was considerable care taken to broaden the focus of the text so that it incorporates experiences of the African Diaspora in the Caribbean and South America. In this way the text speaks to many Black Canadians and to their histories, who may not connect to stories of Black Loyalists or to African American experiences, but who do feel a connection to the Caribbean or to South America. There is also a measuredness that could, perhaps, be described as "Canadian". Although there's certainly a strong element of pride and celebration in the book, it's not of the flag-waving variety. A respect for diversity, pluralism and democracy inform the book in the same way it informs Canadian civic culture.

That said, several of the authors of the book are of African ancestry and live in Canada. The book was vetted by several reviewers of African ancestry. All of these writers and reviewers have uniquely Canadian outlooks informed by their experiences as Black people. Whether one has been here for 10 years, or has a lineage that can be traced back to 1783, the experience of being Black in Canada brings a distinct point of view that finds expression in this book.

For further information contact:

Emond Montgomery Publications
60 Shaftesbury Avenue
Toronto, ON M4T 1A3
Phone: 416-975-3925 x229
Toll free: 1-888-837-0815
Fax: 416-975-3924

School Library Profile – Lester B. Pearson Collegiate Institute

Many thanks to all of the school library staff members who responded to the request for school library profiles. It was difficult to select just one of the excellent submissions; the ultimate choice was made by a random draw from amongst the submissions that combined extensive reports on interesting library and information resource centre initiatives with graphics of those school libraries. However, it was impossible to abandon the other submissions or to merely file them away for future consideration. Material from other submissions has been incorporated into this issue's cover and into the School Library Profile Tidbits page which follows this profile of Lester B. Pearson Collegiate Institute in Scarborough, Ontario. Thank you to teacher-librarian Natasha Serba for sharing the challenges and successes in the library and learning resource centre at her school. You are invited to submit your own school library for consideration to be featured in a future edition of *School Libraries in Canada*. The form is available in English at <http://clatoolbox.ca/casl/slicv27n1/profile.doc> and in French at <http://clatoolbox.ca/casl/slicv27n1/profil.doc>.

Lester B. Pearson Collegiate Institute is located in Malvern community, which has been designated a “high-risk” area in northeast Toronto. Although not technically the inner-city, Malvern struggles to overcome its negative image and does include factors such as a history of crime and gang activity, poverty and low-income housing. Two significant groups in our community are South Asian (from India, Sri Lanka, Bangladesh, Pakistan, Afghanistan) and Caribbean, although our school population is quite diverse (our students come from 56 different countries and speak 42 different languages!)



Our library runs the White Pine Book Club, which supports the OLA's White Pine award and promotes literacy as well as Canadian literature in the school. Also, last year was our first year hosting a documentary film festival in conjunction with Hot Docs, Canada's international documentary film festival. Because of positive feedback from staff and students, we plan to make this an annual spring tradition. Also, the library offers a literacy workshop to every grade 10 class to help prepare students for the province-wide Literacy Test (OSSLT). In addition, this is our fourth year producing NOIZE: Pearson's Open Mic in the Library. Noize is a spoken word and music event hosted by the library. Our library is transformed into an intimate performance space and students take to the stage to share their words and songs with the audience. Noize has grown over the past years and students now perform to a standing room only audience.

Stephenie Meyer's *Twilight* trilogy continues to be one of the most popular series in our library, although fans have recently moved on to P.C. Cast and Kristin Cast's *House of Night* series. Also popular among the girls are Cecily Von Ziegesar's *Gossip Girls* and *It Girl* series, and *Chicken Soup for the Soul* books. The Anime series *Bleach*, *Fullmetal Alchemist* and *Naruto* are some of our most popular graphic novels. Sister Souljah, Omar Tyree and Eric Jerome Dickey are three of our most popular authors of urban Black lit. Darren Shan's *Vampire Saga* and *Demonata* series, and D.J. MacHale's *Pendragon* series, are very popular with the boys. Yann Martel's *Life of Pi*, Khaled Hosseini's *The Kite Runner*, Shyam Selvadurai's *Funny Boy*, Toni Morrison's *The Bluest Eye* and any book by Rohinton Mistry remain popular choices for literary fiction. As you can see from the wide range of books listed here, Pearson students are a diverse group!

The physical space of our library is one of its most distinctive features. It's a great space, and one we try to take advantage of by using creative yet inexpensive ideas. For example, we have introduced colour in the library by displaying student artwork, creating a gallery space which we hope will eventually spread throughout the library.

There is also a wall of glass which looks onto Main Street, the main hallway that extends from the school entrance, as well as large windows on the opposite side of the library that fills the space with natural light. Curved steps sweep across the space and descend to a lower level where tables are located, providing a large work area for students. One of the most popular features of our library is our casual reading area. In this cosy "living room" space there are magazines, several bookcases filled with anime books, a display area, plants, a rug, and several sturdy yet comfortable upholstered oak chairs. This space is a favourite work, study and social area for students and teachers alike.



The biggest challenges we faced in the library were the results of a history of chronic underfunding. There were lots of books on the shelves, but most were old, dusty and no longer current or relevant. Funding shortages meant that previous librarians couldn't afford to buy enough recreational reading materials or new novels that would attract students' interest. In the past, there wasn't the money or the imagination to create an inviting space where people would feel comfortable and want to spend their time. Another significant challenge was that students and teachers didn't seem to recognize the potential value of the library and, as a result, it was significantly underused. This, of course, was connected in part to chronic underfunding and the inability to stock the library with new, current, and relevant resources for research and recreational reading. Overcoming these challenges was essential to help the library become an integral and vital part of the school community.

Another challenge was that many of our students didn't see themselves as readers. It wasn't unheard of to have one or more students in an English class admit that they had never read a book from start to finish. These students certainly weren't interested in reading for pleasure! In addition, for many of our students, English is not their first language and/or English is not the primary language spoken at home. Although many of our students are highly motivated and strong in Math and Science, English continues to be a subject in which many of our students struggle academically.

In October 2004 our circulation was 524. In October 2008 our circulation was 1,450. This tremendous growth in circulation and student reading is a huge achievement. One of the significant factors influencing this growth was increased funding for the library. While the library budget tripled, circulation did as well. Another significant factor was that my partner and I listened to the students' input when it was offered and then began actively seeking it out. We started keeping a "shopping list" of the books and authors that students requested and made sure to follow through with purchases. For genres that we personally don't know much about, such as fantasy, romance and urban Black lit, we continue to rely on the input and suggestions of our students. Now students regularly make recommendations and in our grade 9 orientation session we make a point of encouraging students to offer suggestions.

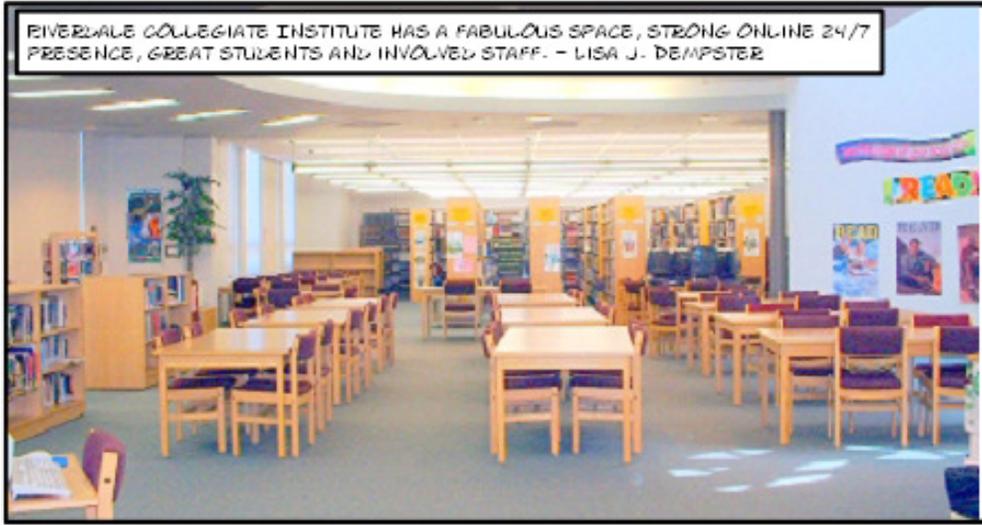
When I began working in the library, there were no graphic novels in the collection. In response to requests from some grade 9 boys, we decided to purchase some graphic novels to test out this new genre. It was a hit! Now we have three bookcases filled with anime books as well as a display tower of other kinds of graphic novels (everything from *Maus* and *Persepolis* to *Bone* and *Boondocks*!) Students regularly take several graphic novels out at once and sometimes bring a whole pile to the circ desk when

they're just getting into a new series. While students are waiting for new graphic novels, some will even read their favourite series over again! I never dreamed I'd see so many boys reading in our library! Our school is somewhat unique in that it includes an adult literacy program and two special classes for developmentally delayed students. Over the past few years we have welcomed both groups into our library and made a special effort to integrate our developmentally delayed students. I started purchasing more picture books and beginning readers and worked with the D.D. teachers to establish book exchanges with their students. At the same time, our adult literacy students have started taking out the same books to use at home with their young children. It's a great reward and success to see that all members of our school community are seeing their needs reflected in the library!

When I became our school librarian, I wanted to find creative ways of bringing students into the library. Because teenagers go where teenagers are, I needed to give our students some new and different reasons to visit the library. Because my sister is a poet and MC, and because of my own interest in spoken word poetry, I thought that an open mic could offer a new way of drawing kids into the library and showcasing our students' talent. That's where Noize: Pearson's open mic in the library began. With the help of Pearson's A/V Crew we transform the library into an intimate performance space. We have students perform live music, poetry, raps, rants and songs for a lunch time audience. It has taken time to build momentum, but now Noize enjoys standing room only audiences in the library. We have maintained our "anything goes" format and continue to be amazed by the talent of our students!

Last year one of our Vice Principals confronted me about a parent complaint that she received about the library. The parent's daughter, a grade 9 student, checked out a book by Eric Jerome Dickey, one of our most popular authors of urban Black lit. The parent explained to the V.P. that her daughter never reads and when she saw her daughter spending all weekend reading a book, a red flag went up in her mind. The parent asked to see the book her daughter was reading and didn't think it was appropriate for her daughter. The V.P. wanted to know why they book was in the library. I explained that we have a wide range of books in our library that hopefully address the needs of all of our students from grade 9 to 12. I agreed that not all of these books would be suitable for grade 9 students, but that's where a parent's role becomes important in monitoring his or her child's reading. A parent has the right and the responsibility to do so for his or her child. In the heat of the moment I was upset by what I perceived as lack of support from the administrator and an unfair attack by a parent. However I now look at this as a success because a grade 9 girl who never reads had her head stuck in a book all weekend. Secretly I hope that the girl was inspired to visit the local public library and read more of Eric Jerome Dickey's books! By now she may have even developed her own love of reading.

The only point I would like to add is that one of the most important foundations of our library's success is teamwork. My part-time teacher-librarian, Darivoj Jaksic, and I see ourselves as partners who are helping to build the library together. Each year we have worked together in the library we have been fortunate to have a wonderful group of student volunteers join the library team. As we say to our volunteers, it would simply be impossible for us to run the library alone; their contributions are an essential and valued part of our library team. We are also fortunate to work with a great group of teachers at Pearson. Many of the teachers work collaboratively with us to ensure that their students benefit from the combined expertise of teachers and teacher-librarians. Together we have become team teachers and library advocates. As well, our admin team continues to show their support by maintaining our current level of funding and allowing us to determine how best to meet the needs of Pearson's diverse student population. More than anything else, teamwork has built the foundation of our school library's success.



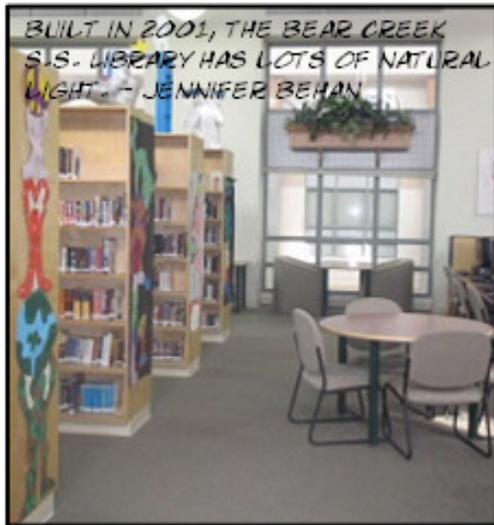
FROM SCHOOL LIBRARY PROFILES



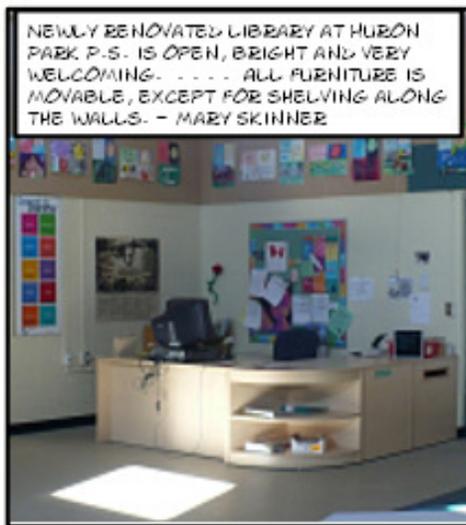
"OUR LIBRARY IS IN AN OPEN CONCEPT SCHOOL, THEREFORE THERE ARE NO DOORS TO ENTER INTO IT AND THERE ARE NO WALLS ON HALF OF IT." - SARAH LEVY



THE CAWTHRA PARK SECONDARY SCHOOL LIBRARY IS THE HUB OF THE SCHOOL. THE SPACE IS BRIGHT AND COLOURFUL, FILLED WITH WORKS OF ART MADE BY MANY OF THE TALENTED STUDENTS IN OUR SCHOOL. A FAVOURITE IS THE EAGLE PROTECTING OUR COMPUTERS. MADE OF THOUSANDS OF INTRICATELY CUT FEATHERS, IT HANGS FROM THE CEILING AND APPEARS TO OVERSEE THE DAILY LEARNING OF OUR STUDENTS. - MARY HICKEY



BUILT IN 2001, THE BEAR CREEK S.S. LIBRARY HAS LOTS OF NATURAL LIGHT. - JENNIFER BEHAN



NEWLY RENOVATED LIBRARY AT HURON PARK P.S. IS OPEN, BRIGHT AND VERY WELCOMING. . . . ALL FURNITURE IS MOVABLE, EXCEPT FOR SHELVING ALONG THE WALLS. - MARY SKINNER



THE DALHOUSIE SCHOOL LIBRARY HAS A HUGE SELECTION OF BOOKS, A COMPUTER HUB, A PIT-STYLE ASSEMBLY AREA, LOTS OF WORKSPACE AND COMFORTABLE READING AREAS. WE ALSO HAVE A SPECIAL PARENT/FAMILY COLLECTION THAT IS OPEN TO THE COMMUNITY. - ANDREW VOLK



Comics are awesome

Svetlana Chmakova, creator of *Dramacon* and other popular graphic novels, talks about her life as an artist and storyteller.



SLiC - Having been born and raised in Russia before moving to Canada at the age of 16, how did you find the transition from Russian schools to a Canadian high school? What influence, if any, did your experiences at school have on your art?

SC - The fact that everything was in English made things difficult... But the fact that my Canadian school (Waterloo Collegiate in Waterloo, Ontario) was AWESOME made things easier. I had a background in English before I came, and the ESL classes really helped, so the transition wasn't as painful as it could have been. As for the influence of school experience on my art—the art education I received in my Canadian high school was eye-opening. I was very lucky to have Barry McCarthy as my art teacher for a few years and he challenged us all to try new things and venture outside our comfort zones. I really grew as an artist in his classes.

SLiC - What effect, if any, has moving when you were a teenager had on you as a storyteller and as an artist?

SC - The move taught me that the world is both a big and a small place. I think that understanding now colours everything I do.

SLiC - You have recommended art school for people interested in either animation or comics storytelling, as much for the “inimitable life/people experience” as for technical learning. Why do you think art school is a particularly good place to learn about life and people?

SC - I believe that school in general is an excellent place to learn about people, you just need to learn how to look and listen. Schools tend to be melting pots, and probably one of the only places where you'd get to rub elbows with people from other fields on a regular basis.

SLiC - Your biography at svetlania.com says that you have been in a “love-hate” relationship with comics and manga for several years now because you are too weak to break it off. Why are you ambivalent about the relationship?

SC - Deadlines are rough and whenever I draw I am reminded of all my deficiencies as an artist. “Oh, this building doesn't look right, this car doesn't look like a car, this arm looks broken...” But then there is the magic, the excitement of being inside the story with my characters, acting out their adventures in my head and on paper... Looking back on my work, no matter how lame, and remembering that not

everyone can do this, share themselves in this way. Every relationship has its flaws. Comics and I are constantly working it out, haha!

SLiC - What have been the most influential stories in your life outside of the comic / manga genre?

SC - Off the top of my head it would be pretty much anything by the brothers Strugatskie, two Russian sci-fi writers. Theirs are the books that I am still re-reading to this day. Tolkien's work was also a big influence, as well as Ursula Le Guin's. And I blame Anne McCaffrey for my obsession with dragons...

SLiC - You have mentioned that you were discovered because of your comic *Chasing Rainbows* on girlamatic.com. How and why did you get started publishing on-line comics? What did you learn from the experience?

SC - I learned that this whole deadline business wasn't my thing. >_> I don't exactly remember, but I think I started putting comics online on a whim; I was drawing them anyway, so why not share? A little while later Lea Hernandez, then editor at Girlamatic, invited me to submit a comic to their site, which I immediately did.

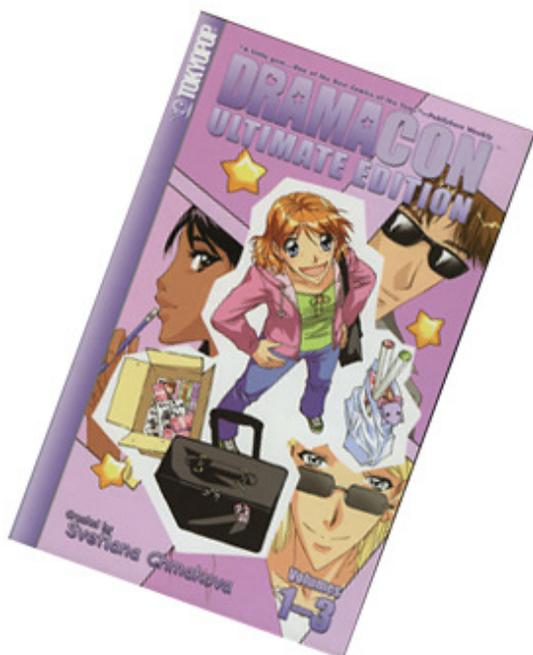
SLiC - What do you enjoy most about your life as artist and what are you most looking forward to in your career?

SC - What I enjoy most is making stories. What I most look forward to is making even more stories. I have at least 20-30 semi-fleshed-out story ideas tucked away in my idea folders, dating all the way back to my childhood; and new ones ambush me on a regular basis. Sure hope I get to finish them all!

SLiC - What has been your most memorable experience in a school library (either as a student or as a [manga-ka](#) doing school visits—or one of each if you like)?

SC - A student memory—I was helping out at the tiny library of my Russian school in the summer and one day we found a small bat that got trapped between window frames. I can't remember what happened to it, but I think we rescued it... I just recall the bookcases and the sun coming through the windows, hitting the books a little.

A memorable experience as an author was this one time when it turned out I was presenting to several groups of kids who didn't read comics (I didn't know this before coming in). It took me a few moments to pick my jaw up from my lap and compose myself, after which I think I proceeded to explain at length how comics are awesome and everyone loves them even if they don't know it yet. . .



The *Dramacon Ultimate Edition* explores adolescent relationships and life, following a comic artist through three years of anime conventions.

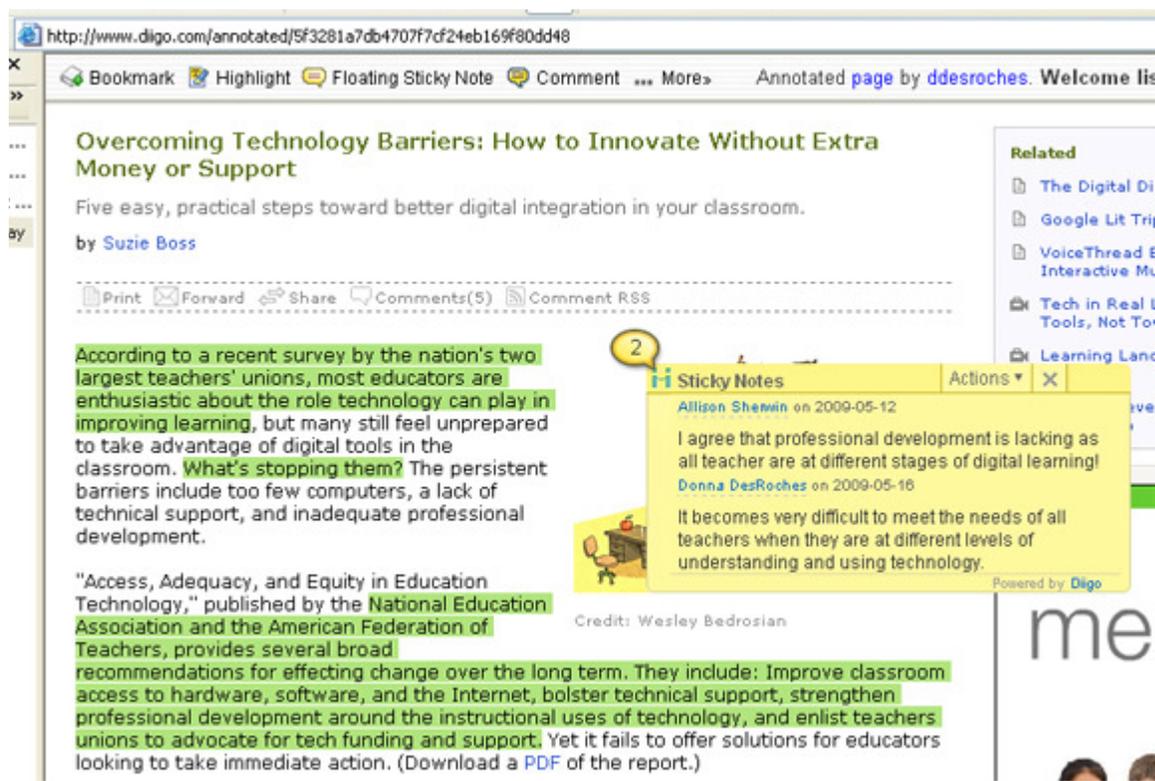
Diigo: conversations through social bookmarking

Donna DesRoches
Learning Resources Consultant
Living Sky School Division
North Battleford, Saskatchewan

I have recently become enamored with *Diigo*, a social bookmarking website much like *Delicious*. *Diigo* however not only allows me to save bookmarks and retrieve them from any computer and share them with friends, but also enables highlighting, annotating and adding comments to webpages.

I became intrigued by the idea that this tool could be for much more than bookmarking when I read Will Richardson's post, "New Reading, New Writing," where he reflects the collaborative and social nature of *Diigo* and the impact it can have on how we read the web. Richardson makes the following striking observation: "The idea that I can not just annotate a paragraph or a sentence or one idea on a webpage but that I can engage with others in sharing our thinking about that particular sentence or idea is at once powerful and daunting."

I explored the application in greater depth and began to appreciate how it could be used as a way to connect with others to have relevant, personal and professional conversations. It has since become my primary social bookmarking tool.



The screenshot shows a web browser window displaying a Diigo-annotated page. The URL is <http://www.diigo.com/annotated/5f3281a7db4707f7cf24eb169f80dd48>. The page title is "Overcoming Technology Barriers: How to Innovate Without Extra Money or Support" by Suzie Boss. The article text includes several green highlights: "According to a recent survey by the nation's two largest teachers' unions, most educators are enthusiastic about the role technology can play in improving learning, but many still feel unprepared to take advantage of digital tools in the classroom. What's stopping them? The persistent barriers include too few computers, a lack of technical support, and inadequate professional development." and "Access, Adequacy, and Equity in Education Technology," published by the National Education Association and the American Federation of Teachers, provides several broad recommendations for effecting change over the long term. They include: Improve classroom access to hardware, software, and the Internet, bolster technical support, strengthen professional development around the instructional uses of technology, and enlist teachers unions to advocate for tech funding and support. Yet it fails to offer solutions for educators looking to take immediate action. (Download a PDF of the report.)". A yellow sticky note is overlaid on the text, containing a comment from Allison Shewin dated 2009-05-12: "I agree that professional development is lacking as all teacher are at different stages of digital learning!" and a reply from Donna DesRoches dated 2009-05-16: "It becomes very difficult to meet the needs of all teachers when they are at different levels of understanding and using technology." The sticky note also includes a "Sticky Notes" header, "Actions" menu, and "Powered by Diigo" logo. A "Related" sidebar on the right lists other articles like "The Digital Di" and "Google Lit Tri".

Diigo enables to share not only bookmarks, but also annotations using highlighting and stickies.

To determine how effective *Diigo* would be to use with a group of teachers or even within the classroom I asked my team of school-based lead technology teachers and teacher-librarians to test it during one of our face-to-face meetings. I divided the group into four and asked each to read two of four articles - annotating and commenting not only on the text but also on the comments that others had made. You can see one of our annotated web pages here - <http://www.Diigo.com/05yiz>.

We discovered that the highlighting and annotating features are very simple to use. One can leave a comment on the whole page or highlight a section and comment specifically on it. Any reader who has installed *Diigo* on their toolbar can view the annotations and add their own comments starting or continuing a conversation with other like-minded individuals.

Most of the teachers had installed the *Diigo* toolbar in their browser but were very pleased to discover the *Diigolet* - a "super bookmarklet" which can be saved in favourites and accessed when required. It is not as "feature-rich" as the *Diigo* toolbar but it makes *Diigo* accessible to those who do not have permissions to add items to their toolbar.

I immediately made use of the group feature by creating groups for our lead technology teachers, teacher-librarians and the curriculum consultants. This is a central place where we will keep resources that pertain to our work and common interests. More importantly, this becomes a place where we can share our thoughts and ideas about those resources, and the implications they have for our professional growth and knowledge, regardless of distance or time apart.

Resources

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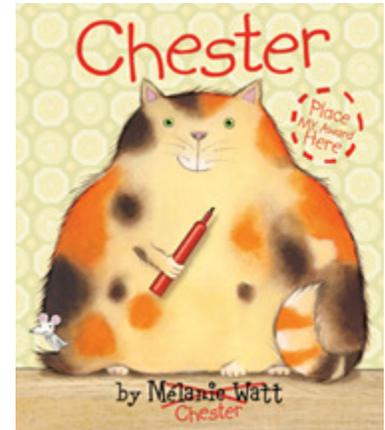
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"It's easier to start than it is to think about starting."



Author and illustrator
Mélanie Watt, winner of the
2009 Blue Spruce Award for
Chester, discusses her
literary menagerie and why
she is surprised to find
herself working as a writer.



Born in Trois Rivières, Mélanie Watt lived in many parts of Canada before settling down in the Montreal area, completing her education as a graphic designer and then becoming the author and illustrator of acclaimed children's books including *Scaredy Squirrel at Night* (2009), *Chester's Back!* (2008), *Scaredy Squirrel at the Beach* (2008), *Scaredy Squirrel Makes A Friend* (2007), *Chester* (2007), *Augustine* (2006), *Scaredy Squirrel* (2006) and *Leon The Chameleon* (2001).

SLiC - As you were growing up, you moved frequently in Quebec and across Canada. Apart from ensuring that you would be bilingual, how do you think moving around when you were young affected you?

MW - It was always difficult for my sister and me to move around because we were always the "new kids at school," having to make new friends. I think it made me more of an introvert. When we moved to Calgary, I remember coming home from school extremely frustrated saying, "I don't understand anything!" I would just hang out with my sister. At the same time, I know that I learned English really fast, even if it didn't feel fast at the time.

SLiC - Do you write your stories in English or in French?

MW - I write the stories in English and then translate them into French, but I try to adapt the books because in French there are certain expressions that are not the same as in English. The biggest

difference between writing in English and writing in French is that in English I can play on words a bit more than I can in French. In French one word tends not to have as many definitions.

SLiC - What were your favorite books as a child and as a teenager?

MW - As a child I was a fan of things like *Cinderella* and the Mother Goose stories. Honestly, as a teenager, I was not a big reader. My mom is a reader, but I guess I didn't get that gene. As a teenager, I would spend my time in my room drawing rather than reading. That's why it took me a while to get used to the idea of being an author. I had difficulty with both French and English.

I didn't write my first story until I was in university. That was *Leon the Chameleon*, and I wrote it because I wanted a story to go along with my art. It wasn't a requirement--it was just something I decided to invent, and it got published.

My main message to kids is that you have to believe in yourself and explore ideas. When I build a book, I don't start by writing a manuscript; I start with an idea and visuals. Then I work on a manuscript, go back to the visuals, work on all the pieces and make everything work as one. I learned about writing by writing, rather than by reading.

SLiC - MzMolly (Diana Maliszewski, last year's CASL Teacher-Librarian of the year), a blogger on the Library Networking Group (<http://www.libraryng.com/node/1581>), has declared "Melanie Watt is a genius!" The blog reports that when *Chester* was read to a JK/SK class, the students insisted that the story be read again, right then and there. And, the teacher-librarian did re-read the story, right then and there.

I hope I am not asking you to compromise any trade secrets, but what do you think are the critical elements in writing and illustrating books that these kids love so much that they want to hear them read again?

MW - One thing I remember about books as a kid is that I would feel overwhelmed if there were tons of text. I try to simplify the text and make the visuals speak as much as the text. The core message is important, but you don't need to tell the kids everything. The key thing is that the kids are able to continue the story. They need to be able to finish the book and then say, "I know what else could happen." It's about them understanding a character.

Kids love being given a structure to work with. I get all kinds of letters where kids write their own Scaredy stories or else stories where things are crossed out in red like in the *Chester* stories. Having a written structure and a visual structure helps kids deconstruct the idea and construct a story of their own. Maybe that's what's going on. It is kind of like giving kids the recipe for their own story, giving them the ingredients.

SLiC - How did you decide to use a penguin, a flying squirrel and a cat as protagonists for your books?

It was the character of the flying squirrel that fascinated me. I had the idea that a squirrel living in a nut tree would have everything it would need. The stereotypical nervousness of squirrels was also an interesting personality quirk and, on top of that, the character would also have a special talent, being a flying squirrel. Working on a Scaredy book is totally different from working a *Chester* book because it is completely a puzzle and I don't know how it is going to work. With a *Chester* book I start on page one and work my way through, action and reaction.

Chester is a cat I drew when I was at university and I knew that one day he would be in a story. I didn't start out thinking about him as an animal with an ego but he ended up being the character with a marker trying to take over my stories. It is fascinating to me when people come up and tell me that cats are just like that. A lot of people ask me if I have a real Chester at home but, since I have a parrot, that really wouldn't work. I like cats but my only experience having a cat as a pet was when I was little.

SLiC - Will your miniature parrot ever be a star in one of your books?

MW - He has no arms! He has a long tail, the wings. Visually, I just don't see it working, but I don't know.

SLiC - Which of your characters is your favorite? Why?

MW - It is difficult to choose between the characters because they all have their unique qualities but Scaredy does have a special place in my heart because he was the character of my first *funny* book.

SLiC - - What do you enjoy most about your life as a very successful author and illustrator?

MW - It's cool to hear how enthusiastic people are about my books and how kids to react to them. I love getting letters from the kids.

SLiC - How many letters do you get?

MW - I am not exactly sure but I have a bag of 500, maybe more of them, waiting to be answered. I am really stressed out about them, but I really want to answer them.

SLiC - I guess you have anticipated my next question. What is your biggest challenge as a successful artist and writer?

MW - I used to have more time on my hands and it was much easier to focus on one project, but now I am juggling travelling, conferences, school visits, replying to letters and reading scripts for the television show.

SLiC - Who is creating the television show and when will we be able to see it?

MW - Nelvana Studios is producing the show. We started work on it about six months ago but I am not sure exactly when you will be able to see it. It's a whole new adventure.

SLiC - What is most memorable about your experiences as an author-illustrator visiting school libraries?

MW - It is amazing to see the preparation that goes into so many of the visits. I see drawings. Some classes write songs about my books. Sometimes there are dances and mini-plays, some of them on YouTube. It is amazing to see how excited the kids are about the characters and the books. There are some great, awesome librarians and teachers out there organizing these events that totally blow me away.



Mélanie Watt at Kidsbooks in Vancouver, BC while on tour in Spring 2008

SLiC - What projects are you working on now?

MW - There is going to be a new character that I am very excited about coming out in the fall. The book will have a feeling of the '70's, all in colours of the seventies. As a graphic designer, I am particularly excited about this concept.

SLiC - What kind of animal will the new character be? Is that a secret?

MW - It is a fox. I don't think I have announced that to anyone before.

SLiC - What advice would you offer to a young person who aspires to write children's books?

MW - Go ahead and write. When I have an idea and I want to explore it, I make a book. After you make your book, you rework it and surprise yourself with what you are capable of doing. Before you start, it feels overwhelming. It is easier to start it than to think about starting it.

SLiC - Thank you for your excellent advice to young writers (and to all of *SLiC*'s readers who are hesitating about pursuing an idea that excites them). And thank you for encouraging children to read with stories and characters that are both entertaining and inspiring.

The CLA/ACB 2009 National Conference and Trade Show

The CLA/ACB 2009 National Conference and Trade Show is just concluding as this issue of *School Libraries in Canada* is being released. The many sessions directed towards a school library audience were well attended and very well received by both CASL members and delegates from the wider library community. Over the next several issues readers will have the opportunity to find out more about what the conference had to offer to the audience from school libraries.



To begin, *School Libraries in Canada* congratulates the winners of Canadian Association for School Libraries award winners who received their awards at the Annual General Meeting on Sunday, May 31st.

Jocelyne Dion Margaret B. Scott Award of Merit

The Margaret B. Scott Award honours an individual who has made an outstanding contribution to school librarianship at the national level.

Jocelyne Dion stands out for the personal and professional qualities that exemplify leadership in school libraries in Canada. Her vision, motivation, and energy have contributed a great deal to school libraries in the province of Quebec. Spanning a career of over thirty years, she has tirelessly contributed to professional journal publications, seminars, media communication, and school library organizational work — all alongside her regular work as a librarian.

Mme Dion completed the following degrees: *baccalauréat ès arts* (1967, Montreal), *baccalauréat en bibliothéconomie* (1968, Ottawa), and *maitrise en bibliothéconomie* (1975, Montreal). She has served school libraries through her experience and expertise in a number of ways. She has been a member of the administrative council and the President of *L'Association pour la promotion des services documentaires scolaires* (APSDS), serving terms from 1993 to 1996 and 2001 to 2005. During that time, she initiated many positive developments that contributed to the profession. She was instrumental

in creating a coalition in favour of school libraries in Quebec, in accordance with the work of the Canadian Coalition for School Libraries in 2002. She has published numerous articles in professional journals such as *Documentation et bibliothèques* and *Argus*.

Jocelyne Dion's career has been a model of dedication, encapsulating the perseverance that accompanies the passion of an individual for a valued organization in society - in this case, school libraries. CASL is honoured to award her the 2009 Margaret B. Scott Award of Merit.

British Columbia Teacher Librarians' Association Executive

Heather Daly, Sylvia Zubke, Karen Lindsay, Bonnie McComb, Angie MacRitchie,
Moiria Ekdahl, Amanda Hufton, Bonnie Chapman, Al Smith,
Val Hamilton, Halia Hirniak, Lauren Craze, and Lynn Turner

Angela Thacker Memorial Award

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 British Columbia Teacher Librarians' Association Executive has worked collaboratively with the British Columbia Public Library Services Branch in support of a range of provincial initiatives on cross-sector collaboration, database licensing, digitization, and literacy. The BCTLA Executive and its members encouraged and challenged people across the province of British Columbia to "Drop Everything and Read" for 20 minutes on October 27, 2008 to recognize National School Library Day. Also, the BCTLA Executive has been funded by a grant from the Ministry of Education to support a teacher inquiry project looking at evidence-based practice in order to show the ways in which BC school libraries contribute to learning.

The work of the BCTLA Executive with British Columbia Public Library Services Branch exemplifies the far-reaching and positive effects of collaborative work. They are to be congratulated for their excellent contribution to professionalism within school libraries.

Michele Farquharson

Follett International Teacher Librarian of the Year Award

This award is presented to 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.

Throughout her career as a teacher-librarian with the Vancouver School Board, Michele has engaged in many of the exemplary practices of teacher-librarianship of the 21st century. From the earliest days of her career as a teacher/teacher-librarian, nearly 30 years ago, to now, she has been steadfast in providing

leadership within the profession. She is highly respected by her school community and professional networks for being a tireless, dedicated, visionary, and collaborative individual.

Michele completed her Masters of Education with a Library concentration at UBC in 1985. In the 1990's, she was the Managing Editor for *Emergency Librarian* (since renamed *Teacher Librarian*). She continues to serve as a Canadian member of the Advisory Board for this publication. She has also been the editor of the BCTLA professional journal, *The Bookmark*. She has written and co-authored a number of documents for the Vancouver School Board (VSB), the Critical Thinking Consortium, and VSB's Knowledge Framework (ESL).

Michele developed her leadership role early in her career as one of four Area Teacher-librarians in the VSB, modeling the practices of cooperative program planning and teaching (CPPT) and technology integration required to build strong library programs. Presently, on a once-a-month basis, teacher-librarians and teachers in the Vancouver School District convene in a "sandbox session" at Michele's library where she guides TLs as they explore new Web 2.0 tools and consider ways these can be applied to teaching and learning in school library programs.

Michele is regularly invited to work at UBC with the Information Literacy Project, in which the annual intake of about 300 teacher candidates are shown collaborative planning and teaching and how to teach information literacy through first hand experiences with teacher librarians. Recently, Michele co-developed a video/DVD entitled *Guided reading and literature circles in the intermediate grades* for the Department of Language and Literacy Education, UBC. She has also developed a videocast as part of the initiative to demonstrate how to integrate information literacy into curriculum areas.

In her role as teacher-librarian at Kerrisdale Elementary School, Michele is highly valued for her work in the library resource centre. She goes above and beyond expectations with passion and energy by consistently working with teachers to develop units of study that integrate information literacy and information technology into the various curriculum areas. She continually grows in her own professional development while providing in-service to teachers and teacher-librarians, focusing on the development of students who are independent information consumers as well as information producers for the 21st century. Michele is an outstanding teacher-librarian in a myriad of ways, a well-deserving winner of the Follett International Teacher Librarian of the Year Award.

Watch for more information from the CLA Conference in future issues of *SLiC*.



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328 Frank St., Ottawa, ON, Canada K2P 0X8

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