



notepaper, using a computer). In addition to telling students what to do, Robertson actually provides samples to illustrate the research process and the various types of projects addressed.

This title is part of a set of four books which, together, are designed as a research and communications program for students from intermediate grades through post-secondary education. The other books in the set are *The English Essay: Writing about Literature*, *The Research Essay: A Guide to Essays and Papers*, and *Research and Communication Skills: A Supplementary Resource*.

This book is written for students and, at only \$14.95, this handbook is certainly affordable. Although I think there are better research handbooks – *On Your Own 2000*, from the Thames Valley DSB and the *TDSB Student Research Guide* are the best I've seen – I would certainly recommend adding copies of *Student Projects* to school library collections for both students and teachers. Any teacher-librarian planning to encourage students to use this book should consider also having a copy on his/her office bookshelf. There might well be students interested in purchasing personal copies and it should be possible for teacher-librarians to facilitate this.

Achieving Information Literacy: Standards for School Library Programs in Canada

Marlene Asselin, Jennifer L. Branch, and Dianne Oberg, editors

The Canadian School Library Association & The Association for Teacher-Librarianship in Canada
2003, 0-88802-301-4
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Well, it's been a long time coming, but it's been worth the wait – Canada finally has its very own school library standards document! Although this document is

subtitled "Standards for School Library Programs in Canada", in fact, it covers all aspects of school libraries, including staffing, collections, facilities, and Information and Communications Technology.

This document also articulates a vision for Canadian school libraries, establishes a framework for Information Literacy programs, and emphasizes the need for collaboration and teamwork. The bibliographic references serve as a useful starting point for further reading and the Appendices provide a valuable collection of important documents and additional information.

The product of years of collaborative effort by the best and brightest in Canada's school library community, *Achieving Information Literacy* will be an invaluable tool as we work to meet the challenge issued by Roch Carrier at the end of his Foreword, "Let us all take up the challenge to see that this framework is embraced and action taken in our schools from sea to sea. Our children deserve no less."

Achieving Information Literacy: Standards for School Library Programs in Canada is an absolutely vital document. It's not enough to simply have a copy in a district, or even a school-based, collection (although, certainly, there should be such copies). Copies of this document must be placed in the hands of every teacher-librarian, principal, School Council Chair, school library co-ordinator/consultant, supervisory officer, Director/Associate Director of Education, Trustee, and Board Chair. Persons responsible for designing and planning schools must also have easy access to the document (as well as to a variety of books on school library design). In short, anyone who has anything at all to do with school libraries in Canada should read this document and those persons very involved with school libraries need their own copies.

Please note there is a bulk purchase price available to make this a little easier to accomplish.

WHAT'S NEW from the OLA Professional Store

THE BIG NEWS IS THE HUGE RESPONSE TO CAROL KOECHLIN'S AND SANDI ZWAAN'S NEW BOOK!

Build Your Own Information Literate School, by Carol Koechlin and Sandi Zwaan.
Hi Willow Research and Publishing, 2003. \$44.70 ISBN 0-931510-89-9

You are all familiar with *Info Tasks*, the authors' well-received unique book for teaching information literacy. Now these excellent authors have written a more extensive and innovative method of teaching information literacy. While following a general information literacy model, each skill is given a two-page spread of wonderful advice on how to teach and assess how well children and teens can practice what they are taught.

But this book is very different! The authors present tips for teaching each skill to novices, apprentices, and Info Stars (novice to

advanced). They give examples from various curricular areas so that the guide can be used across the curriculum and across the grade levels. Their coverage not only covers traditional finding, locating and sorting information, but they tackle analysis and synthesis of information as well. Many useful worksheets provide ideas for teaching.

According to David Loertscher, this is the very best information literacy book to appear in years and is extremely useful and practical for elementary through high school because of its unique approach. We are proud to carry it!