



store space. Andrew Butcher of The Beguiling showed the boys the books they had chosen at our selection meeting and we were able to locate some alternate titles recommended by staff at the store. We boarded the bus and returned to school. In the words of Ishmanjeet, “It was the best thing ever. That field trip was fun.”

The books were sent directly to Duncan Systems Specialists and with the assistance of Sue Orlando from the Peel Board Library Support team, the books were catalogued and delivered to the school within days. Final in-school processing of the books included placing special stickers inside each front cover designating the book as a BBAT Selection 2011. BBAT members who attended the trip and helped process the books were given a gold sticker stating: “Picked for you by”, to sign and affix to the front of their favourite book. The “unveiling” was scheduled for lunch a week after the books were delivered. The twelve boys were each given an invitation to attend and invitations to pass on to two of their friends. The invitation to lunch also included first borrowing rights.

We celebrated the new books with an exciting hour of great conversations and an exhilarating sharing of both pizza and books. Deshawn commented that BBAT at the library was about “dedicated readers at work!” By the end of the day most of the books had been checked out!

### Follow-up

A core group of eager male readers and the addition to our collection of books preferred by boys will help promote reading to our male students. We anticipate improved circulation before year’s end and improved test scores in the future. Comparison of EQAO results and male readership using circulation statistics will be made from year to year. In order to continue addressing the school goals for improved reading scores, negotiation will be necessary to maintain or increase budget for BBAT purchasing. Continued promotion of reading through BBAT meetings, boys’ only library time, blogging, reviewing, as well as participation in book selection engages male readers by motivating, connecting, and supporting their reading, and fostering a reading community. (OSLA, 2010,p.16) Finally, consideration must continue to be given to the understanding that “specific focused teaching strategies will ultimately improve boys’ literacy. The mere provision of a collection of new books is not enough”. (OISE, 2007, p.4) We have engaged the middle school male readers and recognize the need to develop additional strategies toward increasing school reading scores.

