



NEW BOOK
NEW WORLD
ST JOSEPH OF CLUNY LIBRARY

Cluny Library News

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BOOK CLUBS

1st Year
Carbon Diaries
2015

2nd Year
Various Books

3rd Year
The Book Thief

TY
13 Reasons Why

5th Year
Before I go to
Sleep

INSIDE THIS ISSUE:

Summer Reading 2

Murder Mystery Week 3

Most Popular Book 3

Book Bites 20 Second Interview 3

Library Chat 4

Why Parents Matter 4

Welcome to Cluny Library News



"When I have a little money, I buy books; and if I have any left, I buy food and clothes."
Desiderius Erasmus

Welcome to the summer edition of the Cluny Library Newsletter. It's hard to believe another school year is over and a new one will soon begin. As with previous years I've really enjoyed student's enthusiasm when they came into the library and I hope they will experience the same enthusiasm next year. As always my ethos will be to make the library as vibrant and welcoming as possible so I can encourage all students into the library even those who may not be as interested in reading. This year I created a traffic light system. On

red days students were requested to be quiet in the library and on green days students could talk. I did this to create a balance in the library. Thus students had the option on green days to interact in the library, perhaps while they were taking part in a library activity or working on a group project and on red days to come in and read or study quietly. I hope students enjoyed and learnt something from the events I organised this year. I am already looking forward to creating more activities for the next school year. Ms Dillon



Information Literacy and Research Tips

I believe the library isn't only about encouraging students to read and/or to take part in activities. It's also about creating an environment where students can learn. In an age of the World Wide Web there is a mountain of information much of which is unfortunately irrelevant, not appropriate or too biased. It is essential, when students are doing research, that they can distinguish between what information is appropriate for their work/study and what is not. Information literacy has been defined as "the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand"* For this reason I have given various classes to students such as *How to Reference* and what to consider when *Researching a History Project*. Next year I hope to extend my classes so I can provide students with more tips on how to access information. In the meantime here are some important tips when doing research:

Step 1: Write down what you are looking for e.g. *I am looking for information about Apartheid in South Africa*

Step 2: Think of the key concepts. In this case it's *Apartheid* and *South Africa*

Step 3: Write down any synonyms. In this case it could be *racism* or *Xenophobia*

Step 4: Consider what are the best sources for this information e.g. *an encyclopaedia, website or journal*

Step 5: Conduct your search. If using google you could type *Apartheid OR racism South Africa*

Step 6: Evaluate your source of information to make sure it's accurate, up to date and free from bias

* Source : <http://infolit.org/about-the-nfil/what-is-the-nfil/>

Staff Summer Reading

This summer many of our staff members will be taking time to do a bit of reading this summer. Here's a list of what some of them are/will be reading

"We don't need a list of rights and wrongs, tables of dos and don'ts: we need books, time, and silence. *Thou shalt not* is soon forgotten, but *Once upon a time* lasts forever." — Philip Pullman

The Secret Life of Bees by Sue Monk Kid (Áine Dawdry)

Why Men Don't Listen and Women can't read Maps by Allan Pease (Ms Marren)

Chalkline by Jane Mitchell (Mr Hartigan)

Catch-22 by Joseph Heller (Ms O'Connor)

Game of Thrones by George R.R. Martin (Mr Ryan)

Twelve Years a Slave by Solomon Northup (Ed Randolph)

2666 by Roberto Bolano (Ms McEvoy)

Pillars of the Earth by Ken Follett (Ms Gale)

David and Goliath by Malcolm Gladwell (Ms Dullaghan)

A Gate at the Stairs by Lorrie Moore (Mr Byrne)

Le Lys dans la Vallée by Honoré de Balzac (Josselin Andrieux)

The Cuckoo's Calling by Robert Galbraith (Karen Keenaghan)

Wonder by R. J. Palacio (Ms Connaghton)

The Poisonwood Bible by Barbara Kingsolver (Ms Lambert)

Dead Man's Land by Robert Ryan (Mr Browne)

The Fault in our Stars by John Green (Ms Culliton)

The Spinning Heart by Donal Ryan (Annette Hudson)

Vincent O'Brien: The Official Biography by Jacqueline O'Brien & Ivor Herbert (Ms White)

The Truth about the Harry Quebert Affair by Joël Dicker (Trish Shanley)

Shogun by James Clavell (Ms Dillon)

Orphan Train by Christina Baker Line (Marie Doherty)

Seven Deadly Sins by David Walsh (Mr Twomey)

Transatlantic by Colum McCann (Iníon Ní Aodhagáin)

"Which side are you on?": Ken Loach and his Films by Anthony Hayward (Mr Larkin)

Rafa by Rafael Nadal and John Carlin (Ms Seymour)

Questions of Travel by Michelle de Kretser (Ms Fahy)

The Collected Works of St. Teresa of Avila by Otilio Rodriguez (Maura Bracken)

Berlin (City-lit series) by Heather Reyes and Katy Derbyshire (Mr O'Farrell)

The Doll's House by Louise Phillips (Ms Stout)

Picture Perfect by Jodi Picoult (Ms Torpey)

Let the World Spin by Colum McCann (Ms Darmody)

White Tiger by Aravind Adiga (Ms Joy)

Just on Day by Dave Nicholls (Susan Crimmins)

Light between the Oceans by M.L. Stedman (Ms Doyle)

The Last Templar by Raymond Khoury (Ms Higgins)

James Bond Murder Mystery Week



I think one of the things I enjoyed the most this year was organising a *Murder Mystery Week* in the library. The idea was to promote murder mystery books in the library but also to boost student's problem solving and logic thinking skills in a fun way. The theme of the murder was that James Bond was shot in Bern, Switzerland and four teachers Mr Hartigan, Mr Browne, Mr Byrne and Mr Twomey were all suspects. I set up a crime scene in the library, including *do not cross* crime scene tape, a body

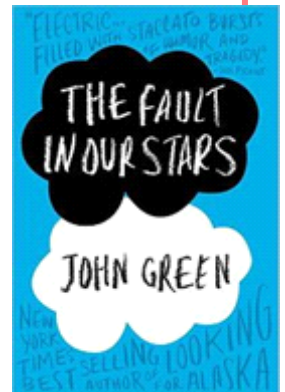
outline and a messed up looking living room to add some colour and effect. I will admit I went very CSI when I set the scene up and enjoyed every minute of it. Students who took part got a *Top Secret Envelope* which included an Evidence Notebook, A Scotland Yard Police Report, A *Cluny Times* Newspaper article, A Morse Code Message and Combination Lock Code. Students had to work out from various clues what each suspect was wearing and what time they arrived in Bern. To access the second set of clues students had to solve a clue to open the combination of a briefcase. Inside this briefcase was a classified envelope containing an extract from James Bond's journal. With this set of clues students had to read the blurbs from several books and work out the final part of the mystery. The best detectives had worked out Mr Byrne was the culprit and were entered into a draw for an Easter egg. Of course, thankfully this was all make belief and both Mr Byrne and James Bond are still going strong.

"Surround yourself with human beings, my dear James. They are easier to fight for than principles."

Ian Fleming, *Casino Royale*

And the most popular book is.....

I have noticed that each year certain books have more popular appeal than others. There can be different reasons for this. It could be because the movie version has come out - as was the case with *The Hunger Games*, *Divergent* and *City of Bones* - or it could simply be thanks to word of mouth i.e. friends recommending books to friends. This is, I think, one of the best ways that students can choose a book. The reason I buy most of the books in the library is thanks to recommendations I receive from students. It wasn't long till the requests for *The Fault in our stars* by John Green started coming in that even though I bought extra copies for the library it still wasn't enough to meet the demand. *The Fault in our stars* is narrated by a sixteen year old cancer patient named Hazel, who is forced by her parents to attend a support group, where she subsequently meets and falls in love with the seventeen-year-old Augustus Waters, an ex-basketball player and amputee. Some students who couldn't wait to read it bought their own copy; others put their name on a waiting list and waited eagerly for it. For those who did get to read it I hope the book lived up to its reputation. A wise person* once said "if don't like reading, you haven't found the right book". So I hope for the less enthusiastic readers, *The Fault in our Stars* was the right book and reading it has been their first step in the wonderful journey of getting lost in a book.



Book Bites: 20 Second Interview with Josselin Andrieux

What are you reading right now?

Le Lys dans La Vallée by Honoré de Balzac

What was your favourite book as a teenager?

American Psycho by Bret Easton Ellis

If you had to choose between books or TV what would you choose?

Books!

What are the three books you would take with you on a desert island?

Voyage au Bout de la Nuit by Louis-Ferdinand Céline; Fight Club by Chuck Palahniuk and L'Etranger by Albert Camus

On a scale of one to ten how much of a bookworm are you?

6/7

So if I say book what's the first word that comes into your head?

Holidays



Library Chat with Isobel Moulton (2X) and Labhaoise MacKenzie (2X)

Do do you like reading?

Isobel (I): I read a lot and it's mostly at night. I find it hard to read during the day.

So you usually read before going to bed?

I: Yes up till about 11pm

And what about you Labhaoise, do you like reading?

Labhaoise (L): Yes I read really late, I can get lost in a book.

Would you ever read after midnight?

L: Yes, most of the time..

Did you always like reading?

I: Yes, when we were in junior school I read books with my parents. Before Dad used to read to me, he's a really keen reader

L: I think it was 1st class when I started to like reading, it was when you could read books by yourself.

You preferred that?

I: Yes

Would you think parents have a influence over whether students read or not?

I: Yes, for example when my Dad finishes a book he then passes it on. My Mum is involved in a bookclub and she recommends books from that.

L: My mum loves reading. My whole family does this booking lending thing - loads of books are flying around the place

And what are you reading now?

I: Insurgent

L: I'm going to start the Artemis Fowl Books I heard they were good

Do you have a favourite book?

L: Harry Potter:

I: She's addicted. I don't think I do, I can't pick a favourite.

And what would you say to students who don't read

I & L: To start reading

L: When you start reading it's a nice escape from everything

I: It's good for vocabulary and it helps you forget your problems.



Why Parents Matter

A big part of my role as school librarian is to encourage students to read. I do this by, for example, ensuring there is an assortment of books in the library to suit all reading tastes and organising book clubs and other activities. A number of students I have spoken to in the library, who love reading, have told me their parents are keen readers too. Students are not just influenced by what happens in school, their wider environment can have a huge impact on what they do. As a parent/ guardian, you play a very important role in encouraging your daughter to read. A study, from the National Literacy Trust*, found that children who are encouraged to read by their parents - and see them reading - achieve higher literacy levels at school. So it could be worthwhile to pick up that book you've always wanted to read. If you don't like reading, it's never too late to start. You might find you'll treasure getting lost in a book.

* http://www.literacytrust.org.uk/assets/0000/2038/Why_families_matter.pdf

I would be most content if my children grew up to be the kind of people who think decorating consists of mostly building enough bookshelves

Anna Quindlan "Enough Bookshelves" *New York Times*