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Inklings



Keeping Within Legal Limits

Compliance with Canadian Copyright Law is our responsibility as citizens, professional educators, school division employees and last, but not least, role models for our students.

Students learn by example. Teaching ethical information use will not be successful in stemming plagiarism among students if they are continually exposed to flagrant disregard of copyright legislation by school staff members, whether professional or paraprofessional.

Civil action rather than criminal prosecution is the usual remedy for contravention of copyright law. Legal responsibility lies with the individual, the school and the organization. While some lawsuits may be settled out court, fines ranging from \$500 to a maximum of \$20,000 are applied irrespective of format of the instructional resources involved.

Copyright legislation has been changing to reflect the realities of the modern world. Phases I and II have already been passed into law and Phase III, relating to digital issues, is under consideration. Five roundtable sessions will be held shortly across the country to discuss topics such as technological protection measures, rights management information, and Internet service provider liability among others.

Copyright Matters!: Some Key Questions and Answers for Teachers (2000) by Wanda Noel and Gerald Breau, a small booklet easily recognizable by its bright orange colour, was distributed in the recent past to all schools through a Manitoba Education, Training and Youth

monthly mailing. The contents of this excellent guide for school staff should, at minimum, form part of their general knowledge base.

For their own protection as well as that of the school and the Division, and for the ongoing moral/ethics education of our students, school staff members need to be aware of their rights and responsibilities regarding copyright as it applies to instructional materials.

Keeping Within Legal Limits, scheduled for **9 April 2002** from 2:30 - 4:30 p.m. in Room A of Prince Charles Education Resource Centre, is a workshop designed to do just that!

Participants will find out:

- how new Canadian copyright law balances the rights of creators with the rights of users;
- how CANCOPY, video site licences and public performance rights extend and limit the rights of licensed users;
- how proposed copyright law applies to technology; and
- what constitutes ethical and responsible information use for themselves and their students.

The deadline for workshop registration is **22 March 2002**. To reserve your space or to negotiate a school-based workshop, contact **Gloria Hersak** (Ph: 788-0203, x150; Fax: 772-3911; E-mail: ghersak@wsd1.org).

"Information literacy is where the profession needs to be . . ."

Nancy Goebel
"Immersed in information literacy."
Feliciter, Issue #6, 2001, p. 288.

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Congratulations to . . .

the following teacher-librarians for successful applications for Children’s Heritage Fund grants which were awarded in Fall 2002;

- ✓ **Ellen Donogh**, Queenston School, for Informational Text as Key for Success
- ✓ **Val Kerger**, Lord Nelson, for Artists in the Schools - Rhian Brynjolson
- ✓ **Edith Strocen**, Greenway School, for Literacy Ventures
- ✓ **Wendy Winslow**, Isaac Newton, for Artists in the Schools - Rhian Brynjolson
- ✓ **Jackie Wright**, Carpathia School, for Strengthening Our Inner Spirit: A Celebration of Aboriginal Culture; P.T.E. - A Promise is a Promise; and Manitoba Young readers’ Choice Award 2002

Aboriginal Resources Review

WSD Aboriginal Consultants **Louise McQuade** (Elementary) and **Maureen Quinsey** (Secondary) shared a wealth of resources with teacher-librarians who attended the Aboriginal Resources Review workshop held on 4 February 2002. Included in the March information packet are two valuable lists, “Aboriginal Resources” and “Aboriginal Perspectives Resources,” which have been reprinted and distributed with their permission.

Errata

The date on the pathfinder *Interdisciplinary Approach in Education* (lime green) distributed in the 1 February information packet should have read “February 2002,” rather than “April 2000.” We apologize for any confusion.

Thanks to . . .

- **Pat Sandercock**, divine inc., for demonstrating kLibrary, and
 - **Lisa O’Hara** from University of Manitoba for demonstrating electronic records pickup from the LMS Website
- for the participants at the T-L Meeting on 11 February 2002; and
- **Louise McQuade**, Aboriginal Consultant (Elementary)
 - **Maureen Quinsey**, Aboriginal Consultant (Secondary)
- for presenting Aboriginal Resources Review as part of the T-L PD program on 4 February 2002.

Amelia Frances Howard-Gibbon Award Read-In

Peruse the best-illustrated Canadian children’s books published in 2001, participate in a “mock election” for the 2002 Amelia Frances Howard-Gibbon Award and browse a display of past winners. **Reesa Cohen** will outline the Terms of Reference for the award and participants will have a chance to assess each of the nominated titles, and to share thoughts and opinions. Winnipeg Children’s Literature Round Table sponsors this event on **6 April 2002** from 8:45 - 200 p.m. at Louise Riel Public Library, 1168 Dakota. Register with **Marsha Bowyer** (475-3755 or cherubl@mts.net). \$25 fee includes lunch and refreshments.

Deadline: The deadline for submission for *Inklings* will be noon on the 5th day of every month during the school year. Submissions received after the deadline will not be included in the current month but will be published in the next issue.

Journal Watching - continued***Knowledge Quest***

Vol. 30 No. 2, November/December 2001

- Freeman, Judy. "Advice from a library veteran: Ten useful tips." p. 45-7.
- Lowe, Karen R. "Resource alignment: Providing curriculum support in the school library media center." p. 27-32.

Language Arts, Vol. 79 No. 3, January 2002

- Yokota, Junko & Mingshui Cai. "Tests faced by children's book characters." p. 266-71.

Learning & Leading with Technology

Vol. 29 No. 5, February 2002

- Pennel, William R., et al. "Designing assessments for student multimedia projects." p. 46-53.

ManACE Journal, Vol. 20 No. 2, Winter 2002

- Cross, Robert. "Learning and teaching with information and communication technology." p. 17-31.
- "A Prairie Tour." p. 13-6.

Manitoba Physical Education Teachers' Association Inc. Journal

Vol. 25 No. 3, January 2002

- "Invite Harry Potter to Physical Education class." p. 29.

Manitoba Middle Years Association

Vol. 4 No. 1, January 2002

- Hasinoff, Shelley. "In search of the exemplary middle school." p. 8-9.

- Martin, Joseph & Tamara Esdale. "Mind mapping." p. 10-13.

MultiMedia Schools

Vol. 9 No. 1, January/February 2002

- Anderson, Mary Alice. "Compiling a profile of staff technology skills." p. 20-2.
- Lincoln, Margaret. "Internet plagiarism." p. 46-9.

NetConnect(supplement to ***Library Journal***)

Winter 2002

- Braun, Linda W. "What's good to read?: Linda W. Braun shows how book review sites can spur a love of reading while developing Internet skills." p. 22-4.
- Marshall, Carol. "Science fair projects." p. 35-6.

NewsLeader, Vol. 49 No. 5, January 2002

- "Politics and bureaucracy are chief irritants for superintendents and principals." p. 9.

Phi Delta Kappan, January 2002

- Chrispeels, Janet H. "The California center for effective schools: The Oxnard School District partnership." p. 382-7.
- March, Judith K. & Karen H. Peters. "Curriculum development and instructional design in the effective schools process." p. 379-81.
- Taylor, Barbara O. "The Effective schools process: Alive and well." p. 375-8.

Journal Watching - continued***Principal Leadership***, December 2001

- ❑ Jackson, James L. "Politically competent decision making: Being able to facilitate shared decision making is a required skill for principals and administrators. This model adds a few steps to make it more effective." p. 25-8.
- ❑ Lindsay, Sandra R., et al. "Accountability that really counts." p. 39-41.

Principal Leadership, January 2002

- ❑ Biller, Lowell W. "Integrating brain research into schools." p. 73-4.
- ❑ DiMartino, Joseph, et al. "Creating student-centered high schools." p. 44-50.

Quill & Quire, February 2002

- ❑ Lorinc, John. "The Crisis in school libraries: How did we fall so far so fast?" p. 18-20, 27.

School Library Journal, January 2002

- ❑ Ishizuka, Kathy, et al. "Biggest challenges for 2002." p. 50-3.
- ❑ Silver, Linda R. "Judging Judaica: A Librarian offers tips for evaluating books of Jewish content." p. 44-5.
- ❑ Walter, Virginia. "Lindbergh takes off: Thanks to librarian Helen Cox, Lindbergh Middle School's media center is the nation's most improved library serving young people." p. 46-9.

School Library Media Activities Monthly
Vol. XVIII No. 5, January 2002

- ❑ Barron, Daniel D. "A Reading report card for library media specialists." p. 48-51.

- ❑ Brodie, Carolyn S. "Time management tips for library media specialists." p. 37-8.
- ❑ Callison, Daniel, "Key words in instruction: Story." p. 39-42.
- ❑ Kerby, Ramona. "Chart your school curriculum." p. 26-8.

Teacher Librarian, February 2002

- ❑ Asselin, Marlene. "Literacy links: Vocabulary instruction." p. 57-9.
- ❑ Houff, Suzanne. "Language Arts workshops for student: LAWS for literacy: The Definition of literacy focuses primarily on the ability to read and write. However, as technology broadens our knowledge base and increases skill demands, the definition of literacy must also be broadened to include the skills associated with reading and writing that 'relate to the world of work and to life outside of school' (Cases in literacy, 1989)." p. 16-9.
- ❑ Lance, Keith Curry. "Impact of school library media programs on academic achievement." p. 29-34.
- ❑ Oldford, Rhona. "Why institutionalization has failed: In his editorial in the September, 2000 edition of *Teacher Librarian*, Ken Haycock (2000) expresses concern over what he perceives to be backsliding in the field of teacher-librarianship." p. 8-15.

Teaching Children Mathematics
Vol. 8 No. 5, January 2002

- ❑ Ameis, Jerry A. "Stories invite children to solve mathematical problems." p. 260-4.
- ❑ Boiling, Kimberly B. & Carol Novillis Larson. "Horizons: A Mother-daughter mathematics club." p. 284-8.

Library Services - continued

341.2307/UNI

The United Nations : A Resource teaching unit to commemorate the 50th anniversary of the United Nations : Suggested activities... October 24, 1995. [Ottawa] : Canadian Committee for the Fiftieth Anniversary of the United Nations, 1995. 3 v. : ill.

341.2307/SUP

Supplement to accompany the resource teaching units commemorating the 50th anniversary of the United Nations published by the Canadian Committee for the Fiftieth anniversary of the United Nations. [Winnipeg] : Education and Outreach Committee, Winnipeg Branch, United Nations Association of Canada, 2001. 16 p.

362.29/HIG

High on life, everybody wins : Resource kit. [Winnipeg] : Addictions Foundation of Manitoba, [2001]. 1 portfolio.

370.153/MAP

Mapes, Katta. *Stop! Think! Choose! : Building emotional intelligence in young people.* Tucson, AZ : Zephyr Press, c2000. 1 book, 7 posters.

371.1/PAT

Pathways to Success : [proceedings]. [Winnipeg] : TWB, 2001]. 1 v. (various pagings) : ill.

371.207/FUL

Fullan, Michael. *Change forces : The Sequel.* London : Falmer Press, c1999. xi, 90 p. – (Educational change and development series).

371.200973/SCH

Schmoker, Michael J. *The Results fieldbook : Practical strategies from dramatically improved schools.* Alexandria, VA : Association for Supervision and Curriculum Development, c2001. 150 p.

371.58/RYA

Ryan, Colleen. *The Anti-violence community school : A Police/school partnership model : Summary report.* [Ottawa] : Solicitor General Canada, Ministry Secretariat, [1994]. – (User report ; no. 1994-04).

371.70971/MAN

Manitoba Teachers' Society. *Protocol for handling issues of confidentiality in public schools.* Winnipeg : The Manitoba Teachers' Society, 2000. 12 p.

371.93/TOW

Towards inclusion : From challenges to possibilities : Planning for behaviour. Winnipeg : Manitoba Education Training and Youth, c2001. 1 v. (various pagings) : ill.

371.92/TOW

Towards inclusion : Tapping hidden strengths : Planning for students who are alcohol-affected. Winnipeg : Manitoba Education and Training, c2001. 1 v. (various pagings) : ill.

372.21/UND

Understanding the early years : Early childhood development in Winnipeg (School Division No. 1). Hull, PQ : Human Resources Development Canada, 2001. 54 leaves : maps.

372.37/CHE

Cheung, Lilian W. Y. *Eat well & keep moving : An Interdisciplinary curriculum for teaching upper elementary school nutrition and physical activity.* Champaign, IL : Human Kinetics, c2001. xxi, 481 p. : ill.

372.7/GRA

Grade 5 to 8 mathematics : Classroom-based assessment. Winnipeg : Manitoba Education, Training and Youth School Programs Division, 2001. vi, 34 p.

372.86043/KIN

Kindergarten to grade 4 physical education/health education : A Foundation for implementation. [Winnipeg] : Manitoba Education, Training and Youth, School Programs Division, c2001. 1 v. (various pagings) : ill. + 6 sheets in envelope in back.

373.19/FAB

Fabry, Dee L. *Opening doors to reading : Building school-to-work skills.* Englewood, CO : Teacher Ideas Press, 2001. xiii, 282 p. : ill.

Library Services - continued

FR 375.006/QUE

Québec (Province). Conseil supérieur de l'éducation. *Le projet de règlement modifiant le régime pédagogique, de l'éducation préscolaire, de l'enseignement primaire et de l'enseignement secondaire : Ajustements en matière d'enseignement moral et religieux*. Sainte-Foy, PQ : Conseil supérieur de l'éducation, [2001]. 30 p. – (Avis au ministre de l'éducation).

378.7127/MAN

Manitoba options : Guide to post-secondary education and training. Winnipeg : Manitoba Education and Training, [1995?]. v. : ill.

428.4/JOH

Johns, Jerry L. *Improved reading : Strategies and resources*. 3rd ed. Dubuque : Kendall/Hunt Publishing, c2001. xix, 634 p. : ill.

507.12/SEN

Senior 2 science : Manitoba curriculum framework of outcomes. Winnipeg : Manitoba Education, Training and Youth, c2001. vii, [52] p. : ill.

613.20712/PLA

Planet health : An Interdisciplinary curriculum for teaching middle school nutrition and physical activity. Champaign, IL : Human Kinetics, c2001. xxii, 523 p. : ill.

649.7/BOR

Borba, Michele. *Building moral intelligence : The Seven essential virtues that teach kids to do the right thing*. San Francisco : Jossey-Bass, c2001. xvii, 316 p.

649.7/BOR

Borba, Michele. *Character builders : Respect for self and others*. Torrance, CA : Jalmar Press, 2001. 1 v. (various pagings) : ill., forms.

649.7/BOR

Borba, Michele. *Character builders : Responsibility and trustworthiness*. Torrance, CA : Jalmar Press, c2000. xv, [175] p. : ill.

791.430233/TAY

Taylor, Don. *Directing plays*. London : A & C Black, 1996. vi, 201 p.

792.025/REI

Reid, Francis. *The Stage lighting handbook*. 6th ed. New York : Routledge, 1996. 216 p. : ill.

796.071/SPO

Sport resource directory 2001. [Winnipeg] : Manitoba Physical Education Teachers' Association, 2001. 112 p.

799.2/CAM

Campbell, Michael. *Understanding support for hunting in Manitoba : Executive summary*. [Winnipeg] : University of Manitoba, 2000. 7 leaves p. : col. ill.

799.2/CAM

Campbell, Michael. *Understanding support for hunting in Manitoba : Research report*. [Winnipeg] : University of Manitoba, 2000. 7 leaves p. : col. ill.

808.80083/QUO

Quotation index in children's literature. Englewood, CO : Libraries Unlimited, 2001. xi, 317 p.

971/GIL

Gillmor, Don. *Canada : A People's history, volume 1*. Toronto, ON : McClelland & Stewart, c2000. 306 p. : ill. (some col.), maps (some col.).

971/GIL

Gillmor, Don. *Canada : A People's history, volume 2*. Toronto, ON : McClelland & Stewart, c2001. 342 p. : ill. (some col.), maps (some col.).

971.201/MOO

Moore, Christopher. *Adventurers : Hudson's Bay Company—the epic story*. Toronto : Quantum Books, 2000. 32 p. : ill. (some col.).

New arrivals from *The Master Teacher, Vol. 33*

Due to CANCOPY regulations, no more than 2 items can be copied per person.

- “Helping students resolve their own conflicts.” (#25)
- “Nine signs of wisdom.” (#26)
- “Ways to help students survive rejection.” (#27)
- “Six ways to increase learning speed and retention.” (#28)

